



National Association of
Geoscience Teachers

2020 Leadership Reports

Prepared for the 2020 Annual Meeting

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NAGT Annual Report
Fall 2020
Karen Viskupic
President, 2019-2020
Report prepared: October 18, 2020

NAGT Executive Committee work:

As President I was responsible for organizing and running all Executive Committee (ExComm) meetings, and therefore, I was in attendance at all of them (10 total). Several calls with the Presidential Line and/or the Executive Director helped to prepare for ExComm meetings. Notably, our usual Spring “Face-to-Face” two day meeting was held virtually this year, and we still managed to get a lot of work done and have a good time.

Important work accomplished by the ExComm this year includes the hiring of Executive Director Anne Egger, successful searches for new editors for both the *Journal of Geoscience Education* and *In the Trenches*, the formation of a new Diversity, Equity, and Inclusion committee (replacing a similar ad hoc committee), adopting an Ethics Policy and procedures for addressing reported violations of that policy, and providing guidance to transition the Earth Educators’ Rendezvous (EER) to a virtual meeting rather than in-person. While all of these activities are important, I am especially happy to report the success of the 2020 EER and the work that everyone involved was able to do in a short amount of time. Hosting a virtual EER was not without risk, but attendance at the meeting was high, and we provided resources for the community at a time when there was a lot of uncertainty about what teaching would look like in the Fall. I believe this meeting served our community well and showcased the importance of NAGT to the broader geoscience community.

As part of the EER, Anne, Egger, Jennifer Wenner and I led a three-day workshop on [“Teaching your upper-level course online: A community collaboration to build robust online geosciences courses.”](#) More than 65 participants were organized by course topics to develop and identify learning outcomes that might be challenging to address in an online or hybrid course structure, and to identify and design activities and assessments. The workshop evaluations were positive, with many participants expressing thanks for offering the workshop. Anne, Jen, and I hosted several drop-in virtual sessions for workshop participants to get additional feedback and support in developing their Fall courses.

In early October, Anne Egger and I led a webinar on [“Tools and strategies for finding programmatic strengths and weaknesses”](#) for the AGI/AGU Heads and Chairs webinar series. We had approximately 65 participants, and the slides and recording of the webinar will continue to serve as a resource to the community.

In November of 2019, Jen Wenner and I worked with SERC to host a [Geoscience Education Infrastructure Planning Meeting](#) at Carleton College. Based on the priorities developed by workshop participants, SERC submitted a proposal to NSF (RAISE). The proposal was funded and one aspect of the work will improve discoverability of NAGT web pages including Teach the Earth.

I have been serving as the NAGT representative on the NSF-funded [Bridging to STEM Excellence](#) project led by Rick Moog from the POGIL project. The project created a consortium of organizations that provide professional development (POGIL, BioQuest, NAGT, National Center for Science and Civic Engagement, and the Summer Institutes for Scientific Teaching) to pilot a consultancy program. Five pilot institutions identified challenges, and the BTSE project

provided 3-person teams of PD providers to lead consultancy visits to each campus and provide recommendations for professional development. I led a team of three consultants (myself and representatives from NCSCE and BioQuest) to Bakersfield College in California in March, 2020 and co-authored a report based on findings from that visit to provide suggestions to the institution for improving student success in math courses. Dallas Rhodes and David Gosselin are also NAGT consultants for this project and worked with other consultancy leaders to visit other pilot institutions.

NAGT Council work:

I attended all Council meetings (January, May, October, 2020).

NAGT Committee work:

I serve as a member of the Professional Development Planning Committee and attended meetings in September and October of 2019, and January, and March of 2020. The PD committee oversees all professional development activities for NAGT. Highlights from the past year's work include collaborating to submit a proposal to NSF to continue funding the On the Cutting Edge Early Career Workshops, the successful continuation of regular webinars, and transitioning Travelling Workshop Programs and the 2020 EER to happen virtually.

I am a workshop leader for the Travelling Workshops Program (TWP), but did not lead any workshops during this reporting period.

I served as the chair of the Neil Miner Award Committee. The committee solicited nominations and selected an award recipient (see separate committee report).

Liaison activity:

I became the liaison to the Geo2YC Division in Spring 2020 to replace Joshua Villalobos who resigned from the role. I attended Geo2YC officers meetings in April and August, 2020.

Conference/meeting participation:

I attended the 2020 Earth Educators' Rendezvous (virtual, July 2020), and co-led a three-day workshop (see activities above).

Other activities relevant to NAGT:

I continue to work as part of the leadership team for the On the Cutting Edge Classroom Observation project. We submitted a manuscript to the International Journal of STEM Education on the impacts of teaching with InTeGrate on reformed teaching practices that should be published shortly (R. Teasdale is lead author).

At my own institution (Boise State University), I serve as the concurrent enrollment liaison for the Department of Geosciences and interact with local high school instructors who are teaching sections of GEOL 101 Physical Geology in high schools Boise State credit. I also serve as a member of the Department of Geosciences Undergraduate Program Committee.

I am the PI on an NSF S-STEM grant that awards scholarships to BS Geoscience students at Boise State. As part of the project activities, I developed a new course, GEOS 397 Career Exploration and Planning in the Geosciences that I am teaching for the second time in Fall 2020.

Along with three co-instructors, I am facilitating a one-credit Race and Racism in the Earth and Environmental Sciences readings seminar for undergraduate and graduate students in the geosciences, biology, and human and environmental systems communities. While none of the facilitators are experts in this field, we are learning a lot and having great discussions with the 15 enrolled students.

Lastly, I participated in a three week online class about “Flexible Teaching” through Boise State. This summer institute was designed to help faculty prepare for teaching online, remote, or hybrid courses in Fall 2020 (or to prepare to transition easily to such teaching should in-person classes be canceled). I used this opportunity to redesign a course I regularly teach for first-semester graduate students in the Department of Geosciences, adding units on time management and wellness, professional behavior, and career planning.

Upcoming Activities

I will attend the GSA 2020 Connects Online virtual meeting in October, 2020, including attending NAGT ExComm, Council, and Division meetings. In place of the annual awards luncheon, I recorded several flipgrid videos that will be part of our virtual awardee recognition.

Goals from last report and goals for next reporting period:

The goal stated in my mid-year report was to work with NAGT Executive Director Anne Egger and SERC staff to seek funding for administration of the National Geoscience Faculty Survey. We are making progress toward this goal, with a proposal planned for submission in December 2020; this is also a goal for the next reporting period. A second goal for the next reporting period is to continue working with the Presidential Line to support the work of the Executive Committee.

**NAGT Year-end Report
Fall 2020
Jennifer M Wenner
1st Vice-President, 2019-2020
Report prepared: October 18, 2020**

Goals from last report:

My goals in my last report were to continue chairing TTE committee, coordinate activities on TTE with PD committee, and work to coordinate TTE activities relevant to teaching online. I also wanted to work with Early Career Leaders and other PD leaders to develop workshop for DEI activities to be incorporated into future NAGT workshops and other activities

NAGT Executive Committee work:

In the past year, I attended 10 Executive Committee meetings and 4 presidential line meetings. The ExComm achieved a number of milestones this year, including hiring a new Executive Director (Anne Egger), successful transitions to new editors of both of NAGT's regular publications – *In the Trenches* and *Journal of Geoscience Education*, and formation of a new Diversity, Equity, and Inclusion standing committee. We also completed the hard work of drafting ethics violation procedures for the organization. In addition, the Ex Comm worked to facilitate the transition of EER to a successful virtual conference with attendance that rivaled that of previous face-to-face meetings.

I also served as PI as NAGT representative on a proposal to the National Science Foundation for the Early Career Workshop for Faculty. The proposal was funded in July; however, I stepped down as the PI, handing the responsibilities to Catherine Riihimaki, because I transitioned to working as a rotating Program Director for NSF.

In November, I helped to convene the Geoscience Education Infrastructure Planning Meeting at Carleton. Discussions at this meeting centered on how to improve infrastructure for Geoscience Education via a variety of working groups. Groups developed priorities which can be found on the [Meeting Program](#). This meeting led to the submission and funding of a RAISE proposal (S. Fox/SERC) to improve discoverability on the Teach the Earth website.

With the Earth Educators' Rendezvous moving online and no end to the pandemic in sight, Anne Egger, Karen Viskupic and I proposed to lead a [three-day workshop focused on teaching upper-level geoscience courses](#). We had more than 65 participants who worked to develop a wide variety of courses and activities that could be transitioned to online/hybrid. We got great positive feedback about the workshop and continue to support the participants.

Kyle Fredrick and I also convened a mini-workshop focused on [Navigating and Contributing to Teach the Earth](#) at EER 2020. That workshop was also well attended and, as a result, we developed two webinars for NAGT's webinar series. In late August, I led a webinar about [Navigating TTE](#) based on the mini-workshop at EER. Kyle will lead a webinar about contributing to TTE in late January. I also participated in an [NGSS-ESS webinar](#) to highlight the resources on TTE.

NAGT Council work:

As 1st vice-president, I presided over 3 council meetings (January, May and October). Meetings focused on ExComm work (e.g., Bylaws and policy; editor searches (ITT & JGE)), transitioning to virtual meetings, updates from committees, sections and divisions.

NAGT Committee work:

Professional Development Committee (serve as Chair of the Teach the Earth Website committee)

As a chair of the TTE committee, I am also a member of the PD committee. As such, I attended three virtual meetings over the course of the last year. My activities with respect to the PD committee are encompassed in the TTE report below.

Teach the Earth Website committee

In the past year as chair of the Teach the Earth website committee, I convened 7 committee meetings to discuss policy and other issues that come up with regard to the management of the website. We successfully recruited a new chair (Sarah Fortner) to take over when I step down, and two new members of the committee (Becca Walker and Jon Hendricks) to replace or fill out our membership. The Teach the Earth Committee continues to work on our three main challenges/goals: 1) understand the current collection; 2) fill in gaps in content; and 3) update content. This year we focused a lot on outreach to and education of users and potential users and contributors. We contributed a poster to the poster session at EER that dealt with these topics and convened and participated in a mini-workshop and 2 webinars to make the site more visible and increase the ability of users to access what they need. These professional development opportunities were well-attended and we got good feedback about the website itself. In addition, we reached out to the Teaching X community during the challenge of moving online in March 2020 and asked for any online activities or modification to activities. We worked on adding a quick and easy way to contribute modifications to pre-existing activities to enable folks to easily contribute new online modifications that could be tacked on to some of the items that already exist on TTE. We also revisited our policies on external sites and examined new ways to feature content that is not directly on TTE but might be of relevance to the community.

Liaison activity:

GSA Associated Societies

As liaison to the GSA Associated Societies, I attended two meetings this year, one in Phoenix at GSA, and the other virtually in the spring. At GSA, discussion centered on 1) financial best practices for non-profits, 2) Ethics and Codes of ethics, and 3) challenges for the geosciences. In the spring, discussion was focused on the novel coronavirus, codes of conduct, strategic planning and virtual meetings.

Council for Undergraduate Research (Geosciences Division)

As liaison to GeoCUR, I attended the meeting of CUR at GSA (in Phoenix) and talked about the initiatives that CUR is undertaking. Representatives of CUR are interested in forging new connections between research and teaching with NAGT, I continue to talk with officers from CUR about how we might do this.

Central Section

There has been little activity with respect to the [Central Section](#) over the course of the year. The section is not particularly active and have not been good about keeping up their webpage. I do not think there is anyone coming up in the presidential line and this section is in danger of becoming defunct.

Conference/meeting participation:

I attended the Earth Educators' Rendezvous in July 2020. At EER 2020, I convened a three-day workshop (*Teaching your upper-level course online: A Community Collaboration to build robust online Geoscience courses*), a mini-workshop (*Navigating and Contributing to Teach the Earth*), and presented a poster (*Strategies for engaging with Teach the Earth online resources*). I was also co-author on three poster presentations - [Geoscience Success Lessons: Creating a Psychologically Wise Intervention for Introductory Geoscience Students to Change Their Working Hypotheses on Learning](#); [Geoscience Success Lessons: Short interventions to improve student success in introductory geology labs](#); [Geoscience Success Lessons: Instructional Intervention to Help Introductory Geology Students Increase their Interest in Geology](#). I also participated in a two-day workshop: Art and Field Sketching.

I also attended the Annual Meeting of GS from September 22-25, 2019, in Phoenix. I attended the Geoscience Educators' Reception and NAGT/GeoED/GeoCUR luncheon, and assisted at the NAGT booth.

Other activities relevant to NAGT:

I continue to work with Julie Sexton (University of Colorado) and Molly Jameson (University of Northern Colorado) to build and incorporate lessons related to affective domain and its relationship to science and mathematical learning. We have proposed a mini-workshop for EER 2021.

I have consulted and continue to work with some of the participants from this summer's workshop to help engage them in effective online teaching. I spent time this summer working to transition my Mineralogy course to completely online (although I am not teaching it this semester because I am serving as a rotator at NSF this year). I made my online optical labs available to the Mineralogy group.

I participated in the informal conversations organized by Rachel Teasdale, Keith Putirka, Erik Klemetti, Laurel Goodell and others, for instructors teaching specimen-based courses (e.g., mineralogy, petrology, rocks and minerals, etc). I recorded two short videos on optical mineralogy ([Uniaxial](#) and [biaxial](#) indicatrix) to include on the YouTube channel associated with this conversation. More videos and links to activities and other ideas can be found in the [Community Conversation Google Sheet](#).

Upcoming Activities

I plan to attend GSA 2020 Connects Online – virtual Annual Meeting from 26-30 October 2020. I will also attend the NAGT meetings associated with GSA in the week before GSA. During GSA week, I will help with the NAGT virtual booth (and recorded videos for both the booth and the virtual awards “luncheon”).

I plan to attend AGU20 Fall Meeting virtually 1-17 December 2020 and will help with NAGT booth there as well.

Goals for next reporting period:

My goals for the upcoming year include successfully transitioning to the role of President; supporting the work of all the standing committees, and in particular the new DEI committee; and helping to facilitate another successful virtual EER. I will also continue as a member of the TTE committee to support Sarah Fortner in her new role as chair of that committee.

**NAGT Year-End Report
Fall 2020
Margaret Crowder
2nd Vice President, 2019-2020
Report prepared: October 19, 2020**

NAGT Executive Committee

Over the past year, I attended all but one of the Executive Committee meetings (I was not present at GSA in 2019 to attend the in-person meeting there). I've also attended various presidential line meetings as those have arisen. All the meetings I've attended have been virtual, as even our usual spring face-to-face executive committee meeting was held virtually this past May due to COVID.

Over this past year, the executive committee has overseen the hiring of a new Executive Director and has helped lead and confirm successful searches for new editors for both the Journal of Geoscience Education (JGE) and In The Trenches (ITT).

Other executive committee work has involved bylaws changes, the development of a new committee on Diversity, Equity, and Inclusion Committee, and a transition to all online experiences and workshops, the largest of which to manage was the Earth Educators' Rendezvous (EER).

NAGT Council

I have been in attendance at NAGT Council meetings this past year and, as incoming 1st VP, I expect to run these meetings for the coming year to help relay information between the executive committee and council members.

NAGT Committees

- **Advocacy Committee**

Though I am a member of the Advocacy Committee, the scheduling and some individual commitments have made it difficult to make many of the meetings. I have provided input where I can, even when not in attendance. Under lead of the chair of the committee, work has been done to revise and refine procedures on the development and review of position statements.

- **Investment Committee**

I've served on the Investment Committee for this past year and have attended called meetings. This has been an interesting learning experience for me, as I've done some research into financial advising terms and processes. We continue to evaluate the best investment options for NAGT.

- **JGE Editor Search Committee**

From late last year and into late this summer, I served as the chair of the search committee for the new editor in chief of the Journal of Geoscience Education (JGE). Due to COVID and the unanticipated interruption of the spring semester, we extended the application deadline and then transitioned our interview schedule to Zoom instead of doing face-to-face interviews at EER.

I'm pleased that the committee had a successful search and JGE is in process of transitioning to the new editor within the next couple of months. This fulfilled one of my reported goals on the mid-year report.

Liaison activity

- **AGI Liaison**

AGI has had one internationally attended virtual meeting since I officially became the liaison and I was in attendance. I'll also be attending their virtual meeting at GSA this year.

As AGI Liaison, I also served on an ad hoc Diversity, Equity, and Inclusion committee for AGI where a statement with suggested guidelines on best practices was created. That has recently been distributed to member societies for review. Another of my mid-year report goals was to refine this process. Some of that work has been completed and perhaps with the upcoming website revisions, more of that may be completed.

- **GSA Joint Technical Program Committee**

As the JTPC representative for NAGT, I was involved in the scheduling of geoscience education section presentations and posters. A significant amount of online work was involved, including one full afternoon of Zoom, during which the geoscience education subcommittee of the JTPC worked to ensure the proposed sessions were all well represented and that all sessions aligned with allowable participant numbers within the given timeframes for scheduling as guided by GSA. Scheduling was obviously a bit different this year, due to the transition of GSA to a virtual format.

The JTPC representative also works on the NAGT end to communicate with proponents (and the NAGT executive committee and executive director, if necessary) to approve any NAGT sponsorship requests for sessions, events, and workshops, whether for GSA or other events.

Conference/Meeting participation

Unfortunately, I was unable to attend EER this year, as my home internet connection was not stable enough at the time to handle a full workshop type of event.

Other activities relevant to NAGT

I continue to incorporate material from EarthLabs into a course on Earth Systems Science for Teachers. This fully online course is geared primarily toward preservice middle school science teachers, and I hope the introduction of this site to them will encourage them to use these and other NAGT and SERC related resources in their teaching careers.

I am working with an undergraduate preservice science teacher (a chemistry and education double-major) to incorporate concept sketching into my classrooms and evaluate the use of concept sketching as a pedagogical tool for the students. Although COVID has definitely hindered our ability to do the full project that we intended to do, we were still able to collect one semester of information and he is writing his senior education research thesis on this topic.

As everything transitioned to online this past spring, I shared a lot of NAGT and SERC resources with my colleagues, as many of them had never taught fully online before COVID.

Upcoming activities

I will be attending GSA online this year and will be involved in NAGT and AGI meetings in the week prior to GSA. I'll also be attending a state event, KAS in November, as the undergraduate student doing research on concept sketching will be doing his presentation.

Goals for next reporting period

I plan to continue as the JTPC representative for GSA and the AGI liaison for NAGT, while also transitioning to 1st Vice President of NAGT. Part of becoming 1st VP will also involve learning to run the Council meetings. I hope to attend more Advocacy Committee meetings this coming year and be more involved in that work.

NAGT Year-End Report
Fall 2020
Mike Phillips
Secretary/Treasurer (2020-2021)
Report prepared October 8, 2020

Goals from last Report:

No prior report

NAGT Executive Committee work:

In late March of 2020, I was contacted by NAGT President Karen Viskupic and NAGT Executive Director Anne Egger and asked to assume the unexpired term of the current NAGT Secretary/Treasurer Frank Hladky. I began service in April and attended Executive Committee meetings in April, May, June, July, and September.

As Secretary, I kept minutes at all meetings and shared the drafts within the week following the meeting. I worked with NAGT financial and Administrative Director Amy Collette to ensure that the structure and format of the minutes were appropriate to the needs of the organization and compliant with common standards for similar organizations. At Amy's suggestion, I began keeping a record of electronic votes taken on issues that arise between meetings; those votes are then posted as part of the next scheduled meeting and incorporated in the minutes of that meeting.

As Treasurer, I have reviewed and provided feedback on quarterly and annual financial reports and the FY21 budget provided by Amy Collette.

NAGT's fiscal outlook is good. The reports prepared and presented by Amy Collette are clear and include information from prior years, highlight areas where the current budget is or may not be in alignment with the approved budget with a discussion of causes for the variation, and likely and potential changes that could impact future budgets. I have no concerns with the budget and reporting processes.

Of primary concern to NAGT's future budgets are the uncertainties presented by COVID 19; the virus has changed how NAGT presents workshops and the Earth Educator's Rendezvous (EER) which, in turn, effects the recruitment of new members. In 2020, the impacts were neutral; the primary negative impact was due to moving the EER on-line after planning for a face-to-face conference. The 2021 EER will be on-line which will eliminate costs associated with changing the delivery mode. Based on the success of the on-line 2020 EER, the 2021 conference is expected to be well-attended, but there remains considerable uncertainty. The economic downturn associated with COVID also has the potential to negatively impact NAGT's investment portfolio; while this has not yet occurred, it is a possibility for the next year and beyond.

Additional budget uncertainty is associated with NAGT publications. FY20 revenue from lab manual and JGE royalties was well above projections; the lab manual is in a new edition and JGE has a new publisher, so there is not much history from which we may determine if the current good performance is likely to continue in future years.

NAGT Council work:

Since assuming the position of Secretary/Treasurer in April, I attended the Council meeting in May 2020 and kept and shared the minutes.

NAGT Committee work:

I currently serve as a member of the NAGT Advocacy Committee. I attended meetings in October 2019 and January, March, May, July, and September 2020. I helped develop procedures for committee activities, including the development and review of position statements. I have helped develop and provided feedback on draft position statements and responses to advocacy requests.

As Treasurer, I serve on the NAGT Investment Committee as an ex officio member. I attended the August 2020 meeting.

Liaison activity:

I do not serve as liaison to any section or division or outside group.

Conference/meeting participation:

I attended the October 2019 Earth Education for Sustainable Societies Workshop at Carleton College where we discussed future needs in Earth education and developed plans for moving forward with new projects.

I attended the July 2020 Earth Educators Rendezvous where I participated in several workshops and presented a poster on a proposal to develop workshops for place-based educators.

I am currently attending a series of webinars, America's Geoh heritage Workshop II: Identifying, Developing, and Preserving America's Natural Legacy, with the intent of participating in the culminating January workshop where I hope to work on developing a plan to create a fossil park in northern Illinois.

Other activities relevant to NAGT:

As an outcome of the Earth Education for Sustainable Societies Workshop, I am working with former NAGT Executive Director Cathy Manduca and several others to develop a series of workshops for place-based educators.

Upcoming Activities

I plan to attend the 2020 Annual Meeting of the Geologic Society of America in October 2020, the remaining webinars and culminating workshop of the America's Geoheritage Workshop II program, and the 2021 Earth Educator's Rendezvous.

Goals for next reporting period:

I will continue to develop my understanding of the NAGT budget and budgeting process. I plan to take an active role in NAGT's strategic planning process. As a member of the Advocacy Committee, I will help identify potential topics for position papers and work to develop them. I will continue to work on the proposal for place-based educator workshops; ideally, we will create and submit a grant proposal that includes a role for NAGT. I will continue to work on the proposal to create a fossil park in northern Illinois that will be accessible to formal and informal educators.

**NAGT Year-End Report
Fall 2020
David McConnell
Past President, 2019-2020
Report prepared October 19, 2020**

NAGT Executive Committee work:

Since becoming Past-President at last September's NAGT meeting held during GSA, I have attended ten Executive Committee meetings, four presidential line committee meetings, and several Council meetings.

Nominations Committee Work:

As Past-President, my principal role this year was to manage the tasks of the nominating committee to identify nominations to be sent to the membership for colleagues to fill open leadership positions. The nominations committee is composed of the last five past-presidents with the most recent serving as chair. This year we were seeking to fill positions for two Executive Committee councilors and a 2nd Vice President. NAGT has open nomination process that is designed to foster broad participation in our leadership from all across our membership. We held virtual meetings in March and April to discuss the nominations and select potential candidates. Subsequently, I contacted the identified individuals to confirm that they were interested in filling the positions. Each candidate was encouraged to review the new NAGT Officer Guidelines document which describes the roles and responsibilities of elected officers. All three candidates agreed to run for election and subsequently appeared on the ballot and were elected to serve beginning in October 2020.

Liaison activity:

I do not serve as liaison to any section or division or outside group.

Conference/meeting participation:

Last Fall's GSA annual meeting was the last conference I attended. I am a member of the Geosciences Vision & Change writing group and participated in a meeting, Austin, TX, March 9-11, 2020.

Other activities relevant to NAGT:

I accepted a position on the AAAS IUSE Advisory Board and have participated in two meetings regarding expanding participation and opportunities associated with the IUSE program. I continue to manage a geoscience education research group that has three PhD students and a post-doc. We have recently had a literature review paper on self-regulated learning accepted for publication in JGE and other articles are currently in submission. Since "The Covid" I have been teaching exclusively online and have uploaded an additional three videos to our Geoscience Videos YouTube channel to help others teaching introductory geology courses. We have plans to share online lab resources in the future also.

2020 Annual report

Anne Egger
Executive Director

We all know that 2020 has been an unusual year for many reasons. We've faced challenges as individuals and as an organization, and I'm very proud of the way we have responded to those challenges, both how individuals have worked to support each other within and beyond the organization, and how the organization has been able to respond to support its members. The Executive Office and elected leadership have all been flexible and adaptive as the situation evolved, and generous with their time and goodwill under trying circumstances. Thank you.

Progress against goals

At the beginning of my term as Executive Director on Dec. 1, I laid out three overarching goals, and here I'll assess our progress against those goals.

- **Goal:** To increase transparency and awareness within the organization, including the value of member benefits.
 - **Expected indicators:** Increase in membership due to increased awareness of benefits, increased nominations for committees and leadership positions due to increased awareness of opportunities and process, increased requests for program sponsorship and collaborative efforts
 - **Progress:** Membership reached its highest total number (1711) since 2012, with the biggest growth in regular members and student members (see the membership report for more details). Currently have 17 nominations for committees (though it is difficult to gauge progress since this nomination process was not actively promoted in the past); leadership nominations have not yet begun. We have a steady stream of program sponsorship requests and have not yet analyzed these data for comparison with previous years.
 - **Ongoing work:** The Executive Office and ED will prepare an annual report that will be distributed to the membership in December, along with a member survey to better understand the needs, values, and interests of our members. In addition, new website functionality is being developed to allow members to join interest groups and more easily connect with other members.
- **Goal:** To build our capacity for funding and diversify our sources of income.
 - **Expected indicators:** NAGT as collaborating entity on proposals that support programs, new donation streams, new sources of income
 - **Progress:** NAGT was a partner on several proposals submitted and funded in 2020 that allowed us to develop new resources, provide professional development to our workshop leaders, and support our community in the transition to online teaching. We are currently partnering with Westchester Education on a proposal to OpenSciEd to develop freely available, NGSS-aligned, high school science curricula.
 - **Ongoing work:** We are preparing a new charge and tasks for a Development Committee that will include staff support to implement development campaigns. Creating an NAGT Fastlane account that would allow NAGT to submit proposals to NSF as a lead entity is a goal for the future.
- **Goal:** To develop new alliances within and beyond the geosciences.

- **Expected indicators:** New partnerships with organizations, additional collaborative efforts with current partners, attendance and/or exhibits at meetings other than GSA and AGU
- **Progress:** In a year of virtual meetings, we have the opportunity to attend and exhibit at meetings for a lower cost, allowing us to host a virtual booth at the NABG (National Association of Black Geoscientists) meeting. Although we missed the opportunity to host a booth at SACNAS, we will be holding a joint social event with them associated with the GSA and SACNAS meetings. We established a new partnership with CUAHSI and hosted a joint webinar series to highlight our resources for teaching about water to each others' membership. Although we are already an associated society of GSA, we established a new joint webinar series with them that built on the highly successful "Designing Remote Field Experiences" project.
- **Ongoing work:** Our work in this area is directly tied to our diversity goals. We seek to strengthen ties with SACNAS and NABG, and to develop a relationship with NAAEE.

Diversity, Equity, and Inclusion efforts

A combination of internal initiatives and external events prompted NAGT's efforts in diversity, equity, and inclusion (DEI).

- A new, high-level DEI committee charged with facilitating the organization's efforts to achieve its goals related to diversity of its membership, leadership, committees, award winners, and participants in all events. The inaugural committee consists of seven members with a range of expertise in these areas, and helped us respond quickly to national events that challenged all organizations to examine their own practices. See the report from committee chair Laura Rademacher for their accomplishments thus far.
- The Early Career Workshop proposal was funded, which includes funds to support DEI training for ECW leaders and all workshop leaders within NAGT. A second proposal is currently under review with NSF to provide funding to integrate DEI components into the Traveling Workshops program materials. Together, these two efforts will significantly improve the preparedness of our workshop leaders to facilitate discussions about difficult issues in higher education and to support reform efforts.
- Our code of conduct, supported by our ethics policy, is available on our website and mentioned at the beginning of all NAGT events to establish inclusive practices that support equitable participation.

We are at the beginning of a long journey—a journey that is critical to the future of NAGT and to our community, and one that requires questioning long-held assumptions and practices. I feel we are walking in the right direction, and we have a long way to go.

Responding to COVID-19

The COVID-19 pandemic has had a significant impact on our organization and our membership. In collaboration with SERC, NAGT has responded in several ways to support our community:

- SERC staff led the effort to quickly assemble the set of resources [Teaching Geoscience Online](#) within Teach the Earth, and this has been broadly promoted by NAGT and SERC (see the website report for more details).

- The Webinar Committee put together and offered a set of webinars that addressed teaching online, starting with the [\(Suddenly\) Teaching Geoscience Online](#) webinar in the spring, which had over 800 registrants – by far our largest response. Additional webinars in the summer and fall highlighted specific resources and targeted different audiences (see the webinar committee report for more details).
- With RAPID funding from NSF, we developed a new reviewed collection in Teach the Earth called [Teaching with Online Field Experiences](#). The collection includes 60 activities with a relatively high proportion that reviewed as exemplary—likely a result of the community-driven process that led to the development and testing of many of the activities. Supporting resources include a set of learning outcomes, advice and strategies for teaching with online field experiences, and descriptions of different technologies that can be used to support online field experiences.
- Our first online Rendezvous was a success! (See the Rendezvous report for more details.) In addition to shifting the entire program from in-person to online, we were able to redesign some of the workshops to better align with the needs of participants. Given our success, the uncertainty around the spread of the virus over the next year, the nature of higher education budgets, and the ability of our community to travel, we made the decision early to offer Rendezvous 2021 as an online event as well.
- We are continuing to learn how our community is responding to this ongoing issue. NAGT is supporting and I am participating in a research project to assess the impact on instructors of the transition to teaching online. Ellen Altermatt at SERC is leading the data collection effort, and we hope to be able to learn more about how instructors respond to involuntary changes in teaching strategies to better support voluntary changes to stronger pedagogies. A proposal was submitted to NSF in August to further this research.

All of these responses highlight our strengths as an organization: we are nimble and responsive to current needs in the community, we have a deep and rich set of resources that can be repackaged with new ideas and content, and we are experienced in offering online activities and know what it takes to make these effective. All of the Executive Office staff have put in a tremendous amount of extra effort during this time to support our work.

Looking ahead: Preparing for strategic planning

NAGT has not gone through a strategic planning process in over ten years, and the organization has changed considerably since then. Over the next few months, we will begin the strategic planning process by conducting a member survey and gathering the documentation we need to support this process of reflection and looking forward. A current, robust strategic plan will outline goals in areas like reach, diversity, and impact of programming and allow us to set benchmarks against which we can measure our progress annually.

NAGT Annual Report
October 2020
Reginald S. Archer
Councilor-at-Large, Elected 2018
Report prepared October 20, 2020

NAGT Executive Committee work & meetings attended

- GSA Annual Meeting in Phoenix, AZ, September 22, 2020 (*Face-to-Face*)
- October 29, 2019 (*virtual*)
- December 17, 2020 (*virtual*)
- January 10, 2020 (*virtual*)
- March 17, 2020 (*virtual*)
- *April 15, 2020 Emergency Executive Committee Meeting*
- May 1 – 2, 2020 (*Face-2-face but virtual-COVID - 19*)
- *June 8, July 28, Sept 22, 2020*

NAGT Council work & meetings Attended

- September 22, 2019 *Council Meeting (GSA)*
- January 14, 2020 *Council Meeting (virtual)*
- May 14 Council Meeting (Virtual)

Conference/Meeting Participation:

- EER 2019 (On the ground host)
 - workshop co-leader: Designing Effective Lessons for your First Geoscience Course
- GSA Annual Meeting, AZ, September 22 - 25, 2019
- AGU (Dec 2019) Cohosted ---- NAGT Professional Development Committee to develop AGU
 - Workshop co-leader: Make Your Course More Effective and Societally Relevant.
Reginald Archer, Anne Egger, Catherine Riihimaki, AGU Fall Meeting, San Francisco, CA. 12/ 9/2019
- EER 2020 (Virtual) This year I participated in several ways. First and foremost, I served worked with the Exec committee to determine the feasibility and finally decide to host EER Virtually. Secondly, I co-facilitated a 2 day workshop.
- This year we discussed and voted on issues related to budget, ethics, code of conduct, anti-racism statements/calls to action, staff, awards and recognitions, and program sponsorship requests. We also voted to host EER virtually through 2021.

Section Liaison Activity: Southeast section

- No current activity

NABG Liaison

- No current activity

NAGT Travelling Workshop Program (TWP)

- Serve on Management Team for the Traveling Workshops Program
- TWP Planning with Kathy Ellins for TWP workshop at Xavier University of Louisiana, New Orleans, Postponed from November 14 – 15, 2019 → February 18-19, 2020
 - Cohosted TWP workshop at Xavier University of Louisiana (HBCU) February 18 -19, 2020
- March 2020: Preplanning for TWP workshop at Alabama A&M University on May 6-7, 2020 (postponed)

- Served on an ad-hoc committee to revise core workshop materials to facilitate virtual workshops.
- Submitted a grant proposal to organize and support facilitator training for TWP – Virtual Workshop facilitation and to support inclusion of DEI & anti-racism content.

Other Activities Relevant to NAGT:

- HBCU Geosciences working group (Ongoing)
- Planning workshop for EER 2021 (Ongoing)
- Planning for TWP @ AAMU postponed

Goals for Next Reporting Period

- Attend Virtual GSA Meeting Council Meeting and Annual NAGT Business Meeting
- Support the committee and liaisons
- Attend AGU

NAGT Mid-Year Report
Spring 2020
Kathy Ellins
Councilor-at-Large, 2017-2020
Report prepared: October 20, 2020

As a Councilor-at-Large, my participation in NAGT this past year has focused on NAGT Executive Committee and Council work, serving as a facilitator in the Traveling Workshop Program, liaison from EXCOM to the Teacher Education Division (TED), and participation in the Earth Educator's Rendezvous (EER).

NAGT Committees

NAGT Executive Committee Work

Since the GSA Annual Meeting in Phoenix, AZ, September 22, 2019, I've attended all the virtual ExComm Meetings.

NAGT Council Work

I have attended at all NAGT Council meetings this past year.

Conference/Meeting Participation:

Beyond this work, I've represented NAGT at the GSA Annual Meeting, AZ, September 22 - 25, 2019 (booth volunteer), attended the NAGT Past Presidents' Breakfast, September 24, 2019 and participated in two NAGT division meetings (GER, TED), September 22, 2019 and attended the NAGT Awards Luncheon, September 24, 2019 (GSA), and participated in the 2020 Virtual EER.

Donor Development Initiative Committee

The Donor Development Initiative Committee has been largely inactive this past year. Prior to the COVID-19 pandemic, there was email correspondence regarding dedicated webpages and discussion about 2020 Travel Awards for graduate students to attend the Academic Career Prep workshop at the EER. The chaos of the pandemic shifted my attention away to personal and university adaptations to the pandemic, and focused NAGT on planning for a virtual workshop. The work of this committee is hugely important, and I have found it personally rewarding. I would be interested in continuing to support donor development initiatives in the future, following my NAGT service as Councilor-at-Large.

Liaison Activity: NAGT TED

I participated in TED EXCOM meetings as my schedule permitted. I am proud to have worked with TED leadership on the development of a set of Teacher Leader Criteria. TED has sought input on these at several venues, including most recently at the 2020 Virtual EER, and refined them accordingly. The Hildebrand Department of Petroleum and Geosystems Engineering Petroleum at UT Austin have adapted the TED Teacher Leadership Criteria to provide the framework for a virtual teacher leadership program open to high school teachers who participate in their summer Engineering Petroleum Science and Technology Institute (2019 – 2021). The leadership program provides STEM Teachers with PD that provides science

instruction and opportunities for professional growth and leadership development throughout the school year. It encourages teachers to participate in (or visit archived) NAGT-sponsored webinars and to participate in the 2021 Virtual EER. This program can serve as a test case to determine teacher interest and assess the value of the criteria.

Earth Educators' Rendezvous (EER)

I have attended all EERs, including the first virtual EER in July 2020. I've also encouraged JSG faculty, graduate students and the teachers with whom I interact to attend, offer workshops and present at the EERs. To that end, I collaborated with JSG professor, Dr. Joel Johnson, and Ms. Alison Mote on the delivery of an afternoon workshop on dual enrollment geoscience courses during the 2020 EER. In addition, I was a co-presenter on two oral presentations, including one on the TED Teacher Leader Criteria. Two of my JSG colleagues (Julia Clarke and Adam Papendieck) and I have submitted a proposal for a two-day worktop for the 2021 virtual EER. No matter the outcome (proposal selected or declined), I am especially pleased that efforts to spread the word about NAGT (resources, TWP, etc.) and the EER are taking hold in the JSG.

NAGT Traveling Workshop Program (TWP)

My participation in the TWP was curtailed due to COVID-19. Just prior to the near-nation-wide shut-down, Reginald Archer and I were able to co-facilitate a face-to-face workshop at Xavier University of Louisiana (HBCU), February 19-20, 2020. Planning with co-facilitator Dave Mogk for a TWP workshop at Washington University, St. Louis, is still on hold. This workshop was originally scheduled for May 2020. In addition to these two workshops, I participated in two virtual discussions led by Sarah Fortner with Joan Ramage during summer 2020 on how to strengthen DEI in the TWP. Discussions focused on content, the need for multiple approaches to DEI that recognize the geographic and cultural differences that exist across the U.S., and a desire for training delivered for facilitators by experts external to NAGT. Discussion summaries were shared with TWP leadership. With colleagues in the JSG, I participated in planning discussion with Joan Ramage and Sue Ebanks for the September 2020 DEI workshop for UT JSG graduate students.

Other Activities Relevant to NAGT:

- Reviewer: Journal of Geoscience Education
- March 20, 2020. Presentation to JSG on NAGT and other online teaching resources

I am very proud and honored to have served as an NAGT Councilor-at-Large. I look forward to continued involvement in NAGT as a member and TWP facilitator, and to crossing paths with colleagues whom I've met or come to know better through NAGT.

NAGT Annual Report
Fall 2020
Catherine Riihimaki
Councilor-at-Large, 2018-2021
Report prepared October 19, 2020
Activities since Annual GSA meeting, September 2019

This has been a busy year for me with NAGT activities. My work generally fell into five areas: facilitator and now chair of the Traveling Workshop Program, chair of the Advocacy Committee, NAGT representative to the AAAS SEA Change Program, primary author of new ethics procedures for NAGT, and co-leader of programs at the Earth Educators' Rendezvous.

Traveling Workshop Program: This program was heavily impacted by restrictions related to COVID-19. Despite those restrictions, I was able to co-facilitate two workshops: for University of Tennessee at Chattanooga in early February 2020 and our first virtual Traveling Workshop focused on strengthening departments for the University of Texas at El Paso in mid-September 2020. Both workshops were well received (rating of 8.89/10), and I am particularly proud of the work that David Blockstein and I put into the UTEP workshop, because it was a good demonstration that virtual workshops are feasible. This is critical given that we have a backlog of several workshops that were proposed in 2019-2020 but have not been held because of COVID-19 restrictions.

Aside from co-leading workshops, I participated in several meetings as a member of the TWP Management Team. I also organized an ad hoc committee to investigate creating materials and strategies for virtual workshops. As chair of the TWP starting in August 2020, I look forward to further work on virtual workshops and on infusing anti-racism concepts throughout our TWP materials.

Advocacy Committee: I have now served as a member and chair of the Advocacy Committee for a year, and I couldn't be prouder of this group. Our focus has slowly moved from thinking about individual committee member's advocacy to empowering all NAGT members to become effective advocates. To that end, we had three primary activities this year:

- An NAGT webinar co-led by Mike Phillips and me on November 6, 2019, entitled "Advocacy 101: Engaging Policymakers and Promoting the Inclusion of a Geoscience Perspective"
- Revision of the procedure for approving and reviewing position statements, approved by the NAGT Executive Committee on July 28, 2020

- Onset of revising existing NAGT [position statements](#), starting with the statement on Climate Change and the statement on The Importance of Dual Credit and Concurrent Enrollment to the Geosciences.

We hope to continue our “outward-looking” efforts this year through:

- Hosting an Earth Educators’ Rendezvous discussion table and recommending relevant keynote speakers
- Writing an article on geoscience education advocacy for In the Trenches
- Hosting two webinars on the position statements that are currently being revised, and then finalizing those revisions.

AAAS SEA Change Program: I serve as the NAGT liaison to AAAS. In this role, I have primarily represented NAGT in meetings related to the [SEA Change program](#), an AAAS effort to incentivize good practices by departments and programs related to diversity, equity, and inclusion (DEI). The criteria for accreditation of departments by AAAS are currently being written, with contribution from me on behalf of NAGT. The framework will be an excellent resource for programs interested in assessing their practices and performance through a DEI lens. This is critical for the geosciences, given our terrible track record attracting and supporting geoscientists who identify as People of Color.

Ethics: Last year, I was the lead author on new Ethics Policies for NAGT. Those were passed at the GSA Annual Meeting in 2019. This year, I was the lead author on procedures that NAGT will take if there are ethics complaints. Those procedures were approved at the Executive Committee (ExComm) meeting on September 22, 2020.

Earth Educators’ Rendezvous: I was proud to attend the first virtual Earth Educators’ Rendezvous (EER) in July 2020, keeping my streak alive of having attended each one. I co-led the Preparing for an Academic Career workshop Monday-Wednesday mornings and led the Implicit Bias round-table discussion on Tuesday afternoon. Thursday and Friday mornings, I participated in the workshop on field sketches. As a leader and a participant, I congratulate all involved in planning and implementing the virtual EER. I thought it went surprisingly well!

General NAGT work: Finally, I’m proud to have been an active member of the Executive Committee, attending each meeting of the ExComm and the Council this year. I also represented NAGT at its booth at the GSA and AGU annual meetings. It is a pleasure working with all of my great NAGT colleagues!

NAGT Annual report

Fall 2020

Steve Mattox

Councilor At Large (2019-2022)

October 20, 2020

NAGT Executive Committee Work:

I attended all Executive Committee and Council meetings since my appointment.

NAGT Council Work:

I reported on activities of the New England section from fall 2019 to summer 2020.

NAGT Committee Work:

I serve as the liaison with the Diversity, Equity, and Inclusion Committee. I have attended fortnightly meetings since mid-May 2020. This is an energetic, creative, thoughtful, and productive group led by Laura Rademacher. Almost immediately they considered an evening Town Hall at the EER 2020. I assisted in compiling a list of potential panelists and we discussed possible formats. Ultimately, we decided we needed more time to plan the event and also to find ways to compensate the speakers (some are not NAGT members). This prepared the group to submit a 2-day workshop for EER 2021 titled "Developing Inclusive Teaching Practices". Participants would bring syllabi and lessons to work collaborative to decolonize their teaching. Leah Courtland, Danielle Sumy, and Laura Rademacher plan to write blog posts about their experiences on geoscience. These will be shared on a NAGT website where readers can comment and other scientists can post their stories. A major task was to update data on NAGT members. Most existing data was from 2013 and was incomplete. The committee has completed a draft of the survey that is under IRB review and should be released to members soon. I compiled a list of DEI Resources that serves as a starting point for a range of topics. Committee members reviewed the document and added additional resources. It should be available soon. We have begun our outreach to other organizations. The wonderful team at SERC built an informative page to share with participants at the 2020 National Association of Black Geoscientists conference. Amy Weislogel and I spent one hour in the exhibition hall. There were technical difficulties during my session but Amy reported success the following day and we think this is time well invested. We have started looking at NAGT awards and I have forwarded some suggestions to Laura. We did smaller, important tasks, such as reviewing Anne Egger's NAGT response to support a call to action for a Robust Anti-Racism Plan for The Geosciences. This is a great group and I'm happy to help.

NAGT Annual Report
Fall 2020
Ryan J Hollister
Councilor-at-Large, 2019-2022
Report Prepared October 13, 2020

2019-20 has seemed like a decade embedded within a year. It is gratifying to reflect upon the many positives that I witnessed NAGT achieve during my first year as a councilor-at-large. In a year where nothing came easily, tireless collaboration and amazing leadership by Executive Director Anne Egger, President Karen Viskupic and many committees made miracles such as the successful Virtual Earth Educators Rendezvous possible. I am grateful and proud to have contributed in small ways that helped maintain NAGT's status as a collaborative and inclusive organization.

NAGT Executive Committee work:

In my first-year as Councilor-at-Large I was able to attend every ExComm and Council meeting. I also served on the Virtual EER Contingency Planning Committee. I originally had a very pessimistic outlook regarding the viability of a Virtual EER that had to be planned on short notice. It seemed the obstacles were too large to overcome. But thanks to the positivity of Anne Egger and Karen Viskupic and the tireless efforts of EER Co-Chairs Rachel Teasdale and Lynsey LeMay, the Contingency Planning Committee was able to create the foundations of what would become a great virtual conference that was well-attended.

Conference/meeting participation:

- I served as the 2020 Earth Educators' Rendezvous Contributed Programs Co-Chair. The shift to virtual presentations in April required much more work than I ever anticipated, but with the help and support of Co-Chair Chris Berg and EER Co-Chairs Rachel Teasdale and Lynsey LeMay we were able to create a contributed program that was meaningful and technologically stable. With nine months to plan for a 2021 Virtual EER, I predict the conference will be even better and more interactive.
- I attended three days of the 2019 American Geophysical Union annual meeting in San Francisco, CA. While there I staffed the NAGT booth in the exhibit hall for a 2-hour session, attended an amazing Diversity in STEM Workshop and helped to prepare supplies and room set-up for the G.I.F.T. Workshop which my wife and I also attended.
- I will be presenting new photogrammetry workflows at GSA Connects.

Other activities relevant to NAGT:

- In late May and June I was able to lend my photogrammetry expertise to the NAGT-sponsored Virtual Field Camp portion run by Kurt Burmeister, Scott Giorgis and Nick Warner. I digitized sixteen hand-carved wooden [geologic block models](#) that the team has used to create ortho projections, DEM's and many other useful tools for virtual field experiences.

Goals to Accomplish in 2020-21:

- Support the reinvigoration of the NAGT Far West Section.

- Support the 2021 Virtual EER development and streamlining the Contributed Programs workflow.
- Expand NAGT outreach to K-12 teachers and classes.

NAGT Annual Report
Fall 2020
Dallas D. Rhodes
Councilor at Large, March – October 2020
Report Prepared: October 18, 2020

NAGT Executive Committee work:

I was appointed to the Executive Committee in March 2020 to complete the term of office vacated by Joshua Villalobos' resignation. I have attended all of the Executive Committee and Council meetings since my appointment.

NAGT Council work:

I attended the Council meetings in May and October 2020.

NAGT Committee work:

I served as a member of the Professional Development Committee (PDC). I started this role in 2016 as a result of my position as Chair of the Traveling Workshops Program (TWP) Management Team. I have regularly attended the meetings of the PDC.

My major service role was for the TWP and the TWP Management Team in particular. Like almost every other aspect of life, the activities of the TWP changed dramatically with Corona virus pandemic. The last in-person workshop was held in February 2020. When the shut down began in March, the TWP has 12 workshops accepted and scheduled, all of which were either postponed or cancelled. As it slowly became clear that life would not return to normal any time in the foreseeable future, the Management Team began making plans to take the workshops online. A working group within the Management Team was organized to plan and direct the rewriting of every workshop activity for delivery online. The activism resulting from George Floyd's murder was a key in starting discussions of antiracism, justice, equity, and diversity across the nation. Several TWP facilitators took the initiative to bring suggestions for actions to the Management Team. At the quarterly meeting of the Management Team in June an ad hoc group was appointed to begin planning for how to incorporate DEI issues into all Traveling Workshops. My term on the Management Team ended on July 31, 2020 and the responsibilities were passed to the co-chair Catherine Riihimaki.

Upcoming Activities

I have registered for the GSA Connects Online virtual meeting in October 2020. I will attend the meeting and present a paper on "The Role of the National Association of Geoscience Teachers (NAGT) Traveling Workshops Program in Supporting the Success of All Students" which I co-authored with Sarah Fortner.

Section/Division Financial Statements

Name of Section/Division _____

Year Ending _____

Bank Information

Bank Name & Location _____

Type of Account _____

Please fill out the following information

Bank Account	Current Year	Previous Year
Beginning Balance		Beginning Balance
Ending Balance		Ending Balance

Income	Current Year	Previous Year
National Dues		
Interest		
Field Guides/Publications		
Total		

Expenses	Current Year	Previous Year
Awards		
Meetings/Conferences		
Bank Fees		
Total		

Summary	Current Year	Previous Year
Beginning Balance		
Income		
Expense		
Ending Balance		
Ending Balance from Above		
Difference		

**if there is a discrepancy, please state why below:

Eastern Section Report, 2020

There really is not much to say about this year with the Eastern Section of NAGT. We were planning our annual meeting early in the year to take place in PA and in March all of that changed. If there is a positive that came out of that, during the weekend that our meeting would have taken place, several of our members set up a zoom meeting happy hour. It was attended by quite a few members and a good time was had by all.

Chris Roemmele will continue to plan for the 2021 section meeting in hope we can hold it. Callan Bentley continues to edit and publish our newsletter. Steve Lindberg has maintained our webpage that recently went through some changes. We have maintained a lot of communication through social media as well making use of our facebook page.

The OEST award this year for the Eastern Section went to –

Bonnie J Keller

Bonnie Keller started teaching Earth Science in 1993 after graduating from Old Dominion University. Several moves led her to teach in several school systems in Virginia, and a brief stint in New Hampshire. After obtaining her Master's in Science Education from Montana State University in 2010, she moved to Northern VA where she has been ever since. A long-time member of the ESPRIT list-serve for Earth Science teachers, Bonnie learned about the NY Earth Science Reference Tables from fellow members and adapted them for Virginia. She has been using them in her classroom ever since and has seen a positive impact on her students' understanding of Earth Science. If approved, she will be presenting these to the VA Association of Science Teachers yearly professional development meeting so that teachers across the state can see them and use them for their own classrooms. She is an active member online of several teacher-oriented discussion groups, as well as groups oriented towards Fossils, Minerals, and Environmental Science. Bonnie is currently the Vice President of the VA Earth Science Teachers Association and sits on the board for the VA Association of Science Teachers as the VESTA representative. In addition to teaching Earth Science, Bonnie is also a board member for the VA Herpetological Society and does live reptile programs. She currently teaches at Colgan High School in Prince William County, VA, where she has just finished her second year. She is looking forward to teaching both Earth Science and Oceanography next year. When she is not at school she is at home with her husband and son, along with 4 cats and a Pembroke Welsh Corgi.

Our State winners include:

New York - Kevin Nohejl

Kevin Nohejl is entering his 19th year teaching Earth Science at Shoreham Wading River High School. Kevin earned his bachelor's degree in Geology and Earth Science Education from Hofstra University, studying under Dr. J. Brett Bennington, the 2019 Neil Alden Miner Award recipient.

Kevin enjoys the challenges of bringing the dynamics of Earth's processes to a digestible level for early high school learners. He has implemented NGSS standards into his curriculum and has flipped his classroom to make it student centered and participant driven. In the Fall of 2019, Kevin's students participated in the Student Spaceflight Experiment Program (SSEP), a competition which allows student

teams the opportunity to design a scientific experiment to be performed aboard the International Space Station.

In addition, Kevin's passion for agriculture and sustainable practices led him to develop curriculum for a Sustainability and Agriculture program. Drawing from his personal experiences, students are exposed to dynamics and intricacies of local and global sustainability and agricultural issues. To further enhance opportunities, Kevin has helped establish a local chapter of the New York State Future Farmers of America at Shoreham Wading River.

In his spare time, Kevin enjoys spending time with his wife and two daughters, meteorology, boating, gardening, and fixing anything that is broken. Kevin is truly honored and humbled to have been chosen for this award.

Pennsylvania- Donna Kertis

Donna Kertis has been teaching 8th grade Earth and Space Science at Twin Valley Middle School since 2006. She earned a B.S.Ed. in General Science and an M.S. in Geoscience from West Chester University, West Chester, PA. Donna enjoys helping her teenage students to reconnect with their childhood curiosity about the natural world, especially through hands-on scientific inquiry. She believes it is vital to be continuously mindful of her students' vastly different backgrounds, and the varying academic and personal development levels of her 8th graders. Donna shares her own enthusiasm for learning with her students, and frequently involves students in the topics she is engaged with herself. Recent examples include the study of nanotechnology, materials science, environmental geology, working with large data sets, machine learning, and artificial intelligence.

Virginia- Kristina Brody

Kristina Bartlett Brody discovered geology 23 years ago when she worked at Geotimes magazine (1997-2003), then published by the American Geosciences Institute. Inspired, she earned a master's degree in geology at the University of Maryland (2007) and then worked as assistant managing editor at Science News magazine (2008-2010). After a career of writing and learning about earth science, Kristina decided to start teaching so that she could share the excitement of understanding planet Earth with young people. She has taught eight years, and currently teaches the Geosystems curriculum of Fairfax County Public Schools and the College Board A.P. Environmental Science curriculum to high school juniors and seniors at South County High School in Lorton, Va. She also taught science to exceptional education eighth graders, and geology to Northern Virginia Community College students. Kristina seeks to help students harness their creativity and inquiry skills. For example, students might go outside and measure tree heights on school grounds to consider carbon storage, and then debate various energy choices and their carbon footprints. Students also explore the Chesapeake Bay Watershed with field trips. In Kristina's classroom, students are challenged to be always reading, asking, writing, conversing, doing, and investigating. Her hope is that as adults, her students will have the tools to discern when science information is accurate.

Kristina also serves on a team that created lessons for connecting the AP Environmental Science Curriculum with the Fairfax County Public Schools Get2Green initiative. In 2017, she wrote a curriculum to supplement a citizen-scientists project led by researchers at George Mason University and the University of Massachusetts-Boston. She also sponsors the environmental club at her school and co-

sponsors the Science Olympiad team. Kristina entered teaching focused on what she wanted her students to learn; but most rewarding is how much she has learned through the years from her students.

West Virginia- Alicen Adkins

Alicen Adkins is a 7th grade science teacher at Moorefield Middle School in Hardy County, WV where she has taught for 5 years. As a former Nuclear Medicine Technologist, she strives to make real-world connections with her science instruction and believes that STEM is for all students. She was named Moorefield Middle's 2019 Teacher of the Year, for which she has been nominated twice, and Fairmont State University's Student 2015 Teacher of the Year. She has been the recipient of Hardy County Teacher of the Month on multiple occasions, won the Golden Apple Award for educational excellence, and won the Spirit of Hardy County Award for educational impact twice. However, in her words, her biggest accomplishments are the opportunities she was worked to create for students to richly explore STEM including starting an award-winning FIRST Lego League Team, starting a Pulsar Search Collaboratory Club, creating a Family Science Night for the school/community which has been so successful it is now expanding to other schools, and creating an After-School STEM Club which will pilot this year and focus on student-led investigations such as rocketry and water quality. She credits her success with quality schooling, mentorship, and professional development opportunities such as ESS Passport, WVSTA, and serving as an instructor for WV Governor's STEM Institute.

NAGT – Far Western Section 2020 Report

February 2021

Submitted by Mark Boryta

Leadership 2019-2020: (leadership terms are 2 yrs)

President: Mark Boryta mboryta@mtsac.edu

1st Vice-President: Paul Troop paul.troop@sbcglobal.net

2nd VP/Newsletter editor (continuing): Richard Jones rmjones7@hawaii.edu

Secretary/Treasurer (continuing) Gene Pearson epearson@pacific.edu

Scholarship Coordinator and contact for OESTA: vacant

Past President: Winnie Kortmeier winnie.kortemeier@wnc.edu

The pandemic has hit the FWS as hard as it has other Sections. We had no applications for OESTA or any of the awards that we grant. Our plans to be a part of the Spring 2020 GSA Cordilleran Section and to host a Fall 2020 Field Trip were both canceled.

We are attempting to regroup and had intended to follow the lead of several other more local organizations – SDAG, SCGS – but our plans to host a Spring 2021 meeting with a Trip to the San Gabriel Mts has also been cancelled.

We would like to thank Anne Egger and the NAGT staff for providing lists of members current and lapsed, and will be using those lists to rekindle the section's activities.



Midcontinent Section Annual Report

(Fall 2019 – Summer 2020)

Submitted: 10/25/2020

Section Officers

President

Dr. Michael DeAngelis

Associate Professor
Department of Earth Sciences
University of Arkansas at Little Rock
mtdeangelis@ualr.edu

Vice President / President-Elect

Vacant

Secretary / Treasurer

Dr. Brendan Hanger

Teaching Assistant Professor
Boone Pickens School of Geology
Oklahoma State University
brendan.hanger@okstate.edu

Past President

Dr. Aida Farough

Teaching Assistant Professor
Department of Geology
Kansas State University
afarough@ksu.edu

Section Activities

Fall 2019

- 1) ***Michael DeAngelis*** attended and represented the Midcontinent Section at the NAGT Council meeting at GSA 2019 in Phoenix, AZ
- 2) ***Michael DeAngelis*** volunteered at the NAGT booth in GSA 2019 in Phoenix, AZ.

Spring 2020

- 3) ***Brendan Hanger*** and ***Michael DeAngelis*** organized and ran the NAGT exhibit booth at the GSA SC Section meeting in Fort Worth, TX (March, 2020).
- 4) Session co-sponsored by Midcontinent NAGT at the 2020 GSA South-Central Meeting in Fort Worth, Texas, on March 9-10, 2020. ***Brendan Hanger*** and ***Aida Farough*** were two of the conveners of this session. Session Title: ***The Geoscience Community: Strategies and Practices for Enhancing Diversity, Learning, and Information Sharing***
- 5) ***Aida Farough*** was invited to serve as a co-lead on “Virtual Hydrogeology/Environmental Field Experiences” Working Group

Summer 2020

- 6) **Brendan Hanger** led a roundtable discussion '*Gaining Teaching Experience beyond the Lab for Grad Students and Post-docs*', and participated in the Teach the Earth Activity Review Camp at EER 2020.

- 7) **Brendan Hanger** was an invited reviewer for the Teaching with Online Field Experiences project.

- 8) **Aida Farough** is co-leading the NAGT-CUAHSI joint webinar series focused on services of both organizations for water education community.

SECTION DIVISION FINANCIAL REPORT

Name of Section/Division Mid-Continent Section

Year Ending 7/31/2020

BANK INFORMATION

Bank Name and Location University & Community Federal Credit Union, Stillwater, OK

Type of Account **Checking** Savings

CURRENT YEAR

PREVIOUS YEAR

Beginning Balance	\$99.89	Beginning Balance	\$87.56
Ending Balance	\$163.89	Ending Balance	\$99.89

Income	Current Year	Previous Year
National Dues	\$100.00	\$160.00
Interest		
Field Guides/Publications		
GSA South-Central Booth reimbursement from NAGT	\$125.00	
Other (Please specify)		
Total	\$225.00	\$160.00
Expenses	Current Year	Previous Year
Awards		
Meetings/Conferences	\$125.00	\$117.67
Bank Fees	\$36.00	\$30.00
Other (Please specify)		
Other (Please specify)		
Total	\$161.00	\$147.67
Summary	Current Year	Previous Year
Beginning Balance	\$99.89	\$87.56
Income	\$225.00	\$160.00
Expense	\$161.00	\$147.67
Ending Balance	\$163.89	\$99.89
Ending Balance from Above	\$163.89	\$99.89
Difference	\$0.00	\$0.00

**if there is a discrepancy, please state why below:

Also have \$5.00 in a savings account that is required to have the credit union account.



2020 Section Officers

President:	Susan Meabh Kelly, Henry Abbott Technical High School, Danbury, CT
Vice President:	Lindsay Waack, Fairfield Ludlowe High School, Fairfield, CT
Treasurer:	Steve Winters, Holyoke Community College, Holyoke, MA
Newsletter/Secretary:	Richard Little, (retired) Greenfield Community College, Greenfield, MA
OEST Chair:	Tarin Weiss, Westfield State University, Westfield, MA
Councilor:	Lori Weeden, University of Massachusetts, Lowell, MA
Councilor:	Bruce Rueger, Colby College, Waterville, ME
Councilor:	Tom Vaughn, Northeastern University, Boston, MA
Councilor:	Karen Kortz, Community College of Rhode Island, Warwick, RI
Councilor:	Elizabeth Gordon, Fitchburg State University, Fitchburg, MA

Section Activities

July 2020: Lori Weeden's NSF-funded *Incorporating Climate Change into Your Classroom* was offered as a 1.5 day online workshop for K-12 teachers this summer.

June 2020: Lindsay Waack organized a free, self-paced, online workshop for secondary teachers who teach Earth Science or integrate Earth Science into high school Chemistry and Physics as part of NGSS. The focus was making sense of cloud phenomena via observations and content knowledge. This workshop integrated resources Lindsay had explored as part of the American Meteorological Society's Project Atmosphere program, and includes video demonstrations, explanations, and instructional resources. Link: <https://tinyurl.com/AMSpressureclouds>.

March 2020: Tarin Weiss and Lori Weeden had organized an NAGT-sponsored session at the Joint Section Meeting of the Geological Society of America in Reston, Virginia on March 20-22, 2020. The session was entitled: *Active Learning and the Use of Technology in the Geoscience Classroom*. The meeting was canceled due to COVID-19.

January 2020: Moderated by Susan Meabh Kelly, an NAGT-NE Section Twitter account had been created: https://twitter.com/NAGT_NE

December 2019: Organized and hosted by Tom Vaughn, the annual section meeting took place at Middlesex Community College in Bedford, Massachusetts on Saturday, December 7th. John Ebel, Boston College, shared highlights from his recent book, *New England Earthquakes: The Surprising History of Seismic Activity in the Northeast*, while John Hepburn, Boston College, traced sequence of events that led to formation of Avalon and Nashoba terranes.

Financial Report:

Name of Section/Division	New England			
Year Ending	2020			
BANK INFORMATION	Greenfield			
Bank Name and Location				
Type of Account	Checking	Savings		
		CURRENT YEAR		PREVIOUS YEAR
	Beginning Balance	\$3,968.02	Beginning Balance	\$4,092.73
	Ending Balance	\$3,742.89	Ending Balance	\$3,968.02
Income	Current Year		Previous Year	
National Dues		\$257.50		\$265.00
Interest				
Field Guides/Publications				
Other (Please specify)				
Other (Please specify)				
Total		\$257.50		\$265.00
Expenses	Current Year		Previous Year	
Awards				
Meetings/Conferences		\$200.00		\$389.71
Bank Fees				
Other (Please specify)		\$472.34		
Other (Please specify)		\$200.00		
Total		\$872.34		\$389.71
Summary	Current Year		Previous Year	
Beginning Balance		\$3,968.02		\$4,092.73
Income		\$257.50		\$265.00
Expense		\$872.34		\$389.71
Ending Balance		\$3,353.18		\$3,968.02
Ending Balance from Above		\$3,742.89		\$3,968.02
Difference		-\$389.71		\$0.00

** if there is a discrepancy, please state why below:

Other expenses: \$472.34, food for conferences & annual meeting; \$200.00 co-hosting booth

NAGT Pacific Northwest Section 2019-20 Annual Report

A. Current Section Officers

a. Executive Officers

President

Hillary Goodner – Yakima Valley College, Yakima, WA 98902, hgoodner@yvcc.edu

Vice-President

Derek Turner – Douglas College, Vancouver, BC, turnerd1@douglascollege.ca

2nd Vice-President

Craig Nichol – University of British Columbia, Kelowna, BC, Craig.Nichol@ubc.ca

Secretary-Treasurer

Eriks Puris – Portland Community College, Portland, OR 97217, eriks.puris@pcc.edu

Past President

Frank Hladky – 3225 Washington Avenue, North Bend, OR 97459, fhladkys@gmail.com

b. Communications

Newsletter Editors

Andy Buddington, Spokane Community College, Andy.Buddington@scc.spokane.edu

Frank Hladky, North Bend, Oregon, fhladkys@gmail.com

Website Coordinator

Frank Hladky, 3225 Washington Avenue, North Bend, OR 97459, fhladkys@gmail.com

c. State-Province Councilors

Alaska

Sonia Nagorski, University of Alaska, Juneau, sanagorski@alaska.edu

LeeAnn Monk, University of Alaska, Anchorage, lamunk@alaska.edu

Idaho

Shawn Willsey, College of Southern Idaho, swillsey@csi.edu

(second position open)

Oregon

Hal Wershow, Central Oregon Community College, hwershow@cocc.edu

Steve Carlson, Portland State University, nativelement@me.com

Washington

Nick Zentner, Central Washington University, nick@Geology.cwu.edu

Andy Buddington, Spokane Community College, andy.buddington@scc.spokane.edu

British Columbia

Todd Redding, UBC Penticton, tredding@okanagan.bc.ca

(second position open)

d. Awards

OEST Awards Coordinators

Lynda Sanders, Marshfield HS, S. 10th and Ingersoll, Coos Bay, OR 97420,

LyndaS@coos-bay.k12.or.us

Jodie Harnden, Sunridge Middle School, 700 SW Runnion Ave, Pendleton, OR 97801,

Jodie.Harnden@pendleton.k12.or.us

B. Reports

i. Annual Business Meeting

Due to the COVID-19 pandemic, the Pacific Northwest Section did not meet for our annual meeting, nor did we hold a formal business meeting. There was no change in the section's officers. A summary of the section's officer is shown in part A, above. As of the latest available figures, November 2, 2020, the section membership count was 164.

ii. 2020 OEST Awards

- PNW Region:
 - Steve Tebor

C. Annual Activities/Functions

a. Events Sponsored by Pacific Northwest Section NAGT 2019-20

The NAGT PNW Annual Conference, was cancelled due to pandemic.

The section website has moved to <https://nagt.org/nagt/sections/northwest/index.html>

The section newsletter is produced by Andy Buddington and Frank Hladky. Newsletters collect information from section officers & members at large, and are distributed electronically, and are available at: <https://nagt.org/nagt/organization/northwest/news.html>

b. Planned 2020-2021 Activities

- Discussion Groups: **Third Thursday Focus Groups** occur the Third Thursday of each month between September 2020 and April 2021. These discussion groups are informal discussions associated with an issue we are facing in teaching and learning during the ongoing pandemic.
- Future conferences: **June 2021 Annual Conference, Virtual Event** (likely)

D. Financial Report, NAGT Pacific Northwest Section

Form 990 was e-filed with the IRS on an unknown date for the 2019 tax year.

The section 2019 financial report for the year ending July 31, 2020 can be found separately.

Southeastern Section of NAGT
2020 Annual Report
Melissa Hage

I. Leadership Updates

Last year our VP, Jen Bauer, left the section to take a new position at the University of Michigan Museum of Paleontology. Jeanette Pirlo, a Ph.D. student studying paleontology at the Florida Museum, as filled the position.

II. SE GSA 2020 – Reston, VA

Typically our annual business meeting for the section is held at the SE GSA meeting, but was cancelled this year when SE GSA was cancelled due to COVID.

III. OEST Awards

We had several OEST nominations submitted through the NAGT website, as well as a number of additional nominations submitted directly to state representatives. We are thrilled to have a winner from almost every state in our section! One of my goals is to more strongly promote the 2021 OEST awards through the creation of a new section position whose main purpose is to promote and organize the entire process in our section. This is a fantastic recognition that NAGT provides to educators in our community that can show, in a small way, how much we value teachers in our community. This year's winners were:

Alabama: Katy Montgomery Souder
Florida: Zane Hurley
Georgia: R. Scott Harris
Louisiana: Garrah Leshe
Mississippi: Emily Dill
North Carolina: Covey Denton
South Carolina: Heidi Haug
Tennessee: Kari Hughes

This year's section winner was: Covey Denton

IV. Upcoming Plans

The section will be recruiting new members for our section officers and state representatives to fill vacancies and replace offices whose 2-year terms are expiring. We will also be creating a new Awards Coordinator position to take charge of all things OEST and help manage a new diversity award our section is in the process of creating.

VI. Facebook Page and Section Newsletter

We have not had a section newsletter in a while. This task will be delegated to the section Secretary, which is a position that is currently vacant. To enhance our communication with geoscience educators in our region and in hopes of recruiting new

members for SE NAGT, we continue to have an active Facebook page. This means of communication has allowed us to share opportunities and news to our members (and beyond) more frequently. We have 247 followers, up from 174 people last year!

<https://www.facebook.com/National-Association-of-Geoscience-Teachers-Southeastern-Section-400556276800591/>.



National Association of Geoscience Teachers c/o Carleton College B-SERC
One North College Street, Northfield, MN 55057 • Phone 507-222-5634 • Fax 507-222-5175

Report to the NAGT Executive Committee from the Geo2YC Division

20 October 2020

Current Division Officers

President: Jacquelyn Hams, Los Angeles Valley College
Past President: Joy Branlund, Southwestern Illinois Community College
Vice President (& President-Elect): Sean Tvelia, Suffolk County Community College
Secretary/Treasurer: Gretchen Miller, Wake Tech Community College
Newsletter Editor: Suki Smaglik, Yakima Valley Community College
Webmaster: Bridget James, De Anza College
Archivist: Peter Berquist, Thomas Nelson Community College

Geo2YC is in its ninth year as a division of NAGT. We currently have 269 members in the division and lost 43 to attrition. Our account balance is \$9,475.86, currently residing with NAGT HQ.

Below is a summary of activities completed and/or in progress:

1. The Executive Board met (via teleconference) five times between November 2019 and October 2020 (19 November 2019, 16 December 2019, 19 May 2020, 13 August 2020, 22 October 2020).
2. The Long-Range Planning Committee is working to ensure continuity in the Division. For example, they are planning to re-execute a survey of Geo2yc faculty that was completed years ago and investigate changes relevant to our members. The committee is composed of Geo2YC past presidents and the Vice-President is Chair of the Long-Range Planning Committee
3. The Geo2YC Division now awards a Faculty Development grant to help community college faculty pursue professional development. Mini grants up to \$500 are available to support an activity, workshop, or field trip from multiple institutions. Travel grants of \$100 are available to help an individual attend a professional development activity. These opportunities were announced in the newsletter and published on the NAGT Geo2YC webpage. The initial deadline was March 1, 2020 but pushed to July 1, 2020 due to the lack of applications which is most likely due to the outbreak of the Covid-19

virus. The deadline will be extended to the spring 2021 with more aggressive advertising to the 2YC community.

4. We publish a quarterly newsletter, *Foundations*, which is distributed digitally through the Geo2YC website and the Geo2YC listserv. The newsletters include a variety of content, including field tips, reports from recent workshops, contributions of teaching pedagogies for 2YC faculty, photographs of our distinctive “scale pencil” in the field, and incorporation of geoscience educational resources in the classroom, just to name a few. This year, our newsletter editor has experimented with different modes of production to streamline her job. The Division is currently looking for a new newsletter editor.
5. We awarded an Outstanding Adjunct Faculty Award (OAFAs) to three quarterly winners and one annual awardee. Each awardee is showcased in newsletters and awarded a membership to both NAGT and the division, and the annual awardee is also awarded \$750 of professional development funds provided by Pearson publishing.
6. The Executive Board formalized a sponsorship policy with NAGT. The request for Geo2YC sponsorship of an event or session can be accessed from the NAGT main session sponsorship page by selecting the box to request Geo2YC sponsorship. The contact person for the form is incoming President Sean Tvelia. Our sponsorship of workshops and technical sessions at professional conferences also helps promote the Geo2YC division and its mission.
7. The Earth Educator Rendezvous (EER) was a virtual event in July 2020 due to the Covid-19 virus restrictions but was well attended including the happy hour social hosted in various breakout rooms. Attendance (and good conversation) was strong at this event. The EER will be held online next year from July 12-16, 2021.
8. GSA was held online in October 2020 due to the Covid-19 restrictions.
 - a. The ninth business meeting of the Division was held online on Thursday October 22, 2020 11:00 am Pacific time.
 - b. Geo2YC participated in NAGT’s Virtual GSA Booth. President Jackie Hams posted a video advertising the Geo2YC Division and benefits of membership.
 - c. We will continue to promote the Division with the use of Geo2YC brochures and newsletters and our distinctive scale pencil, co-sponsored with NAGT national.
9. We continue to work with members to serve as NAGT and GSA Sectional liaisons to help us identify members and promote the division at sectional, regional, and local events. We are always working to recruit liaisons.
10. Our website is continually updated. We have worked to store more of our records on password-protected places of our website but need to work to make the publicly accessible website more robust. In addition, we explore ways to solidify our presence in social media, given that current officers may not readily post in Facebook (Geo2YC) or Twitter (@geo2YC).

11. We have elected
 - a. An incoming Vice-President, Karen Layou, from Reynolds Community College, who will serve subsequent one-year terms as President and Past-President.
 - b. An Archivist, Dave Mrotka from Mt. San Antonio Community College.

12. Sean Tvelia of Suffolk County Community College will assume duties as President of the division (and Jackie Hams will transition to Past-President) at our division business meeting at GSA in October.

Respectfully submitted,

Jacquelyn Hams
Los Angeles Valley College
Geo2YC Division President

NAGT-GER Division Annual Report

Report to the NAGT Executive Committee
Geoscience Education Research Division
October 2, 2020

Current Division Officers

Past President: Katherine Ryker
President: Kelsey Bitting
Vice President: Emily Ward
Treasurer: Cory Forbes
Secretary: Leilani Arthurs
Media Director: Lauren Adamo
Graduate Student Liaison: Bailey Zo Kreager

Division Officer terms beginning at the annual meeting, Oct. 23, 2020

Past President: Kelsey Bitting (1-year term)
President: Emily Ward (1-year term)
Vice President: Leilani Arthurs (1-year term)
Treasurer: Cory Forbes (2nd year of 3-year term)
Secretary: Peggy McNeal (1st year of 3-year term)
Media Director: Lauren Adamo (2nd year of 2-year term)
Graduate Student Liaison: Bailey Zo Kreager (2nd year of 2-year term)

Division Priorities for 2019-2020

The division is now six years old and includes 381 members. In the fall of 2019 and winter of 2020, President Kelsey Bitting and Vice-President Emily Ward led a strategic planning process including multiple meetings and a subsequent survey to iteratively engage members of the long-range planning committee and the division officers. Priorities identified by this process were as follows:

- building strategic collaborations with other DBER and education research communities;
- building GER community capacity for future workshop leadership;
- building upon the GER community framework;
- building awareness of other conferences for border-crossers.

In addition to these priorities, and in alignment with the values of the division leadership and NAGT's statement on diversity and inclusion, we have also sought to diversify the social identity characteristics represented by community members highlighted in our newsletter spotlights, and to select featured articles and invite conference speakers who can help our community explore antiracist and inclusive education research methods and theoretical frameworks.

During this unique year, we have also sought ways to support our community in weathering the challenges of COVID-19. Finally, we continue to build community, promote GER, and provide networking and communication opportunities.

Professional Meetings

The 2020 Earth Educators Rendezvous, held virtually due to the conditions of COVID-19, presented a new and different set of opportunities for networking and community engagement. Graduate Student Liaison Zo Kreager developed and piloted an “EER Bingo” game that encouraged participants to engage in different activities and share their Bingo cards via social media; we hope to continue to engage members through this type of activity in the future. Vice President Emily Ward collaborated with representatives from the Geo2YC community to co-host a virtual happy hour event via Zoom on Wednesday night of the Rendezvous, attended by 50 members of the two divisions. Finally, based on the success of last year’s division-sponsored writing retreat, now incoming Secretary Peggy McNeal hosted a second writing retreat during the Rendezvous, which has since evolved into a continuing working group.

Since our last division report, the GER Division officers chaired a successful session at the 2019 Annual Fall Meetings of GSA, and Secretary Leilani Arthurs and Past-President Katherine Ryker spearheaded effort to secure and organize another (our 4th annual session) for the 2020 meeting; both the past and current sessions focus on GER Methods and Theoretical Frameworks. As in the past, both sessions received more abstracts than could be accepted (in 2019, to both an oral and poster session; in 2020, for the virtual session format). 2019 oral presentations are well received, with 31-60 attendees at each talk.

At each of our sessions, we invite three speakers, with one or two people selected from the broader disciplinary-based education research community. The invited speakers for 2019 were Kathleen Quardokus Fisher (Florida International University Department of Earth and Environment, discussing social network analysis), Daniel Lee Reinholz (San Diego State University Department of Mathematics and Statistics, discussing broadening participation via classroom analytics), and Stephanie Pfirman (Arizona State University School of Sustainability, discussing assessing student literacy using Kahoot!). In 2019, to maximize the impact of invited speakers and increase the potential for those from outside the geosciences to network with our community, Past-President Katherine Ryker hosted a dinner with all invited speakers and 10 members who responded to an open invitation to the division.

In alignment with strategic planning priorities identified as described above, we continued this year to emphasize building connections to other DBER communities by inviting two external speakers and one internal to the geoscience community for GSA 2020. Alison Mattheis (Associate Professor in Applied and Advanced Studies in Education at California State University) and Jordan Harshman (Assistant Professor of Chemistry and Biochemistry at Auburn University) have accepted invitations to present during our session. Darryl Reano (Postdoctoral Associate at the STEM Transformation Institute of Florida International University) will be our invited speaker from within the GER community. While an in-person dinner is not possible this year, we hope to organize a virtual networking event for these invited speakers to further discuss their work with the community.

To disseminate information about methods and theoretical frameworks more widely, we continue to archive presenter’s public contact information and slides (if the presenter chooses to share them) on our website here: <https://nagt.org/nagt/divisions/geoed/methods>.

The Division will also sponsor four additional 2020 GSA sessions on individual, department, program, and institution-level approaches to student success, integrating active learning strategies, fluid earth science education, and undergraduate research.

Communications

We continue to send out our Newsletter (the GER Exchange) to our members on a monthly basis from September – December and February – April. Newsletters include job and funding opportunities, highlight research articles of relevance to the community, promote relevant webinars or other professional development opportunities, and advertise for any sponsored sessions or events. We have continued our “Spotlight” feature to highlight the type of work done by various researchers in the community, including recent profiles of Alison Jolley, Lecturer in Academic Development at the University of Waikato’s Te Puna Ako – Centre for Tertiary Teaching & Learning; Patricia (Paty) Jaimes, PhD Candidate at the Michigan State Geocognition Research Lab; and Renee Clary, Professor at Mississippi State University’s Department of Geosciences and Director of the Dunn-Seiler Museum. A full list of “Spotlights” can be found at <https://nagt.org/nagt/divisions/geoed/spotlight>. In alignment with the priorities identified by the strategic planning process described above, newsletters also highlight conference opportunities outside the geosciences with relevance to GER professionals.

To view past newsletters, visit the archive at <https://nagt.org/nagt/divisions/geoed/archive>.

Awards

As established in 2018, the GER Division offers two awards to senior researchers to recognize their work. The Transformation Award honors “colleagues who have made significant contributions to the development of and capacity for geoscience education research.” In 2019, this award was presented to Cathy Manduca (Carleton College), and in 2020, David McConnell (North Carolina State University). The Collaboration Award honors non-GER colleagues who have “infused the GER community with new approaches to GER.” No recent nominations have been received the Collaboration Award. Awardees receive Division membership for a year, and are recognized at the NAGT luncheon at GSA.

In 2020, in response to the COVID-19 crisis and its impact on the community, the division also offered a Graduate Student Emergency Fund of up to \$500 per person. Three applications were received and are currently under review. While the fund was primarily intended to cover GER graduate students’ research-related costs, applications primarily request support to cover the cost of housing and utilities.

Finances

As established in 2018, the GER division account is nested under the NAGT main account. The treasurer submits expenses to the NAGT executive office for payment. The division has an account balance of \$8,403.47 (September 4, 2020). Please see our financial report for details on annual expenditures.

Webinars

This year, we began coordinating with the newly-formed NAGT webinar committee to recommend topics and speakers of interest to the GER community. In December of 2019, Vice President Emily Ward hosted a webinar on “How to be an effective reviewer for the Journal of Geoscience Education” featuring then Editor-In-Chief of JGE Anne Egger and four past recipients of the JGE Outstanding Reviewer Award. In May of 2020, Past-President Katherine Ryker hosted NSF Program Officer Brandon Jones titled “Funding Opportunities for Geoscience Education Related Initiatives and Research.” This October, Graduate Student Liaison Zo Kreager will collaborate with Larry Collins to offer a webinar, “Navigating life as a GER student (or interested in becoming one): Getting involved and networking in the community.” Finally, through contacts with President Kelsey Bitting, the webinar committee is pursuing a webinar later this fall with Sarah Bunnell (Amherst College) on the outcomes of a “Being Human in STEM” chemistry lab redesign.

At the beginning of summer 2020, the GER division sent a survey to membership, asking about their interest in participating in virtual discussion groups around the GER Grand Challenge themes. Survey responses at that time were few, but we hope to explore opportunities to convene these types of conversations and support for the community after the stress of the COVID epidemic has concluded. These discussion groups would operationalize two priorities identified by the strategic planning process, namely building on the GER Grand Challenges and working to build community expertise toward future workshop leadership.

By-laws Revision

We successfully revised our by-laws in 2019-2020; these went into effect on July 17, 2020. These revisions clarified the term lengths of the two new positions (Media Director and Graduate Student Liaison, each set at two years), and specified that officers must be current dues-paying members of the division.

Concluding Thoughts and Welcome

Throughout an exceptionally difficult year of COVID, racial violence, and political upheaval, our division and the leadership team have worked hard to continue offering a space for networking, skill-building, and growth to GER researchers from all institution and position types, and to be responsive to the emerging needs of that community. I’m deeply proud of what we’ve accomplished together, and hopeful about the future capacity of this leadership board to guide our division to ever greater achievements in service of the GER community.

I extend a special note of thanks and recognition to Katherine Ryker, who will be stepping off the board this year. Dr. Ryker has served this division without pause since its inception, guided its development and growth over the past six years, and undoubtedly played a personal role in the growth of GER as a field and the increased respect it is now accorded. Her wisdom, institutional memory, and “helium hand” will be missed. I also want to thank Emily Ward, Leilani Arthurs, Cory Forbes, Lauren Adamo, and Zo Kreager for their continued service, in new capacities and old, and to welcome to our new Secretary, Peggy McNeal. I look forward to our division’s continued work together!

Kelsey Bitting, on behalf of the 2019-2020 NAGT-GER Division Executive Board:

President Kelsey Bitting, Elon University
Past President Katherine Ryker, University of South Carolina
Vice President Emily Ward, Rocky Mountain College
Treasurer Cory Forbes, University of Nebraska-Lincoln
Secretary Leilani Arthurs, University of Colorado-Boulder
Media Director Lauren Adamo, Rutgers University
Graduate Student Liaison Zo Kreager, Northern Illinois University



NAGT Annual Report for
2019-2020
22 October 2020
Prepared by Laura Hollister, TED
President

Officers:

President – Laura Hollister

Vice President – George Bartuska

Past President – Eric Pyle

Secretary/Treasurer – Peggy McNeal

Media Director – Suzanne Metlay

Ex officio Members:

NAGT Executive Committee Liaison – Kathy Ellins

NAGT Eastern Section Liaison - Christopher Roemmele

NSTA Liaison – Donna Governor

NSTA Regions XVI Liaison - Rick Jones

Period: September 2019 - October 2020

Activities:

22 September 2019: Business Meeting at GSA-Phoenix

- New officers installed; retiring officers thanked
- \$2833.59 in the bank
- Discussion of:
 - Committee members needed for EER
 - How to promote the Teacher Leader Standards to the broader community
 - NSTA severed their relationship with CAEP. NSTA is exploring the possibility of developing its own national recognition program for programs that meet 2020 NSTA standards. NAGT-TED membership could be a source of expertise for a potential pool of program reviewers in relationship with NSTA.
 - NAGT now provides a private workspace for NAGT-TED on the NAGT website.
 - Laura Hollister will attend AGU 2019.

11 March 2020: Executive Committee Meeting

- \$3786.68 in the bank
- Discussion of:
 - Congratulations to Eric Pyle – President Elect of NSTA.
 - Entering new phase of online education
 - American Geophysical Union (AGU) – Dec 2019
 - Report from Laura; attended GIFT workshop (low attendance), resources shared, met curriculum developers, got some good lessons, attended session on broadening diversity.
 - Earth Educator Rendezvous (Palo Alto) – 13-17 July 2020
 - Proceeding as planned.
 - TED plans to contribute:
 - \$500 toward travel grants (need to contact NAGT to express our intent). Travel stipend applications are due April 6. Laura will contact Caroline Smith at NAGT.
 - \$250-500 to meal break or session support
 - \$250-500 to logo swag, such as luggage tags- distributed at AGU; they may be all gone. Perhaps we will do something different, such as stickers, flash drives, pens, hand sanitizer, etc.

- We discussed providing travel stipends to six K-12 teachers (who are members of NAGT or NESTA) of \$100 each (\$600 total) for attending an NSTA regional conference (two per regional conference)- beginning in Fall of 2020. Coordination with Eric is planned (discuss selection process, etc.) and we will bring discussion forward to the May meeting. Chris volunteered to review applications. Laura will email Eric.
- We approved a \$1250 expenditure on the EER for swag, meal break, and travel grants.
- TED abstracts/sessions:
 - *“Seeking Feedback on Proposed Geoscience Teacher Leaders Criteria”* – Metlay, Hollister & Ellins – Waiting to hear from selection committee on or before March 23.
- TED division readers:
 - TED division provided three readers for the EER Contributed Programs Committee
 - Readers will read and evaluate abstracts to the EER 2020 Contributed programs
- Two newsletters went out in 2019; only one was posted on the NAGT website; there is enough info to publish the first newsletter of 2020.
- Suzanne is also sending an email blast out at the end of every month and this supplements the newsletters
- The By Laws state that three newsletters per year should be published
- Laura will contribute articles on active learning
- Members discussed insurance policies; it is not necessary for divisions because NAGT’s insurance covers the organization.

6 May 2020: Executive Committee Meeting

- \$3786.68 in the bank
- Discussion of:
 - TED elections
 - Christopher Roemmele will run for vice-president.
 - Eric Pyle brought forth Bridget Mulvey (Kent State) as a candidate for the secretary/treasurer position: bmulvey@kent.edu
 - Donna Governor will replace Paul Adams as the division’s NSTA liaison: governor@ung.edu
 - Laura will run again as president
 - Eric will forward these candidates to Amy Collette at NAGT
 - Geoscience Education during a pandemic
 - ROSTER- a Facebook repository for science teacher education resources
 - Discussion involved a need for resources for geoscience teachers and geoscience teacher educators
 - Laura will contact Anne Egger to inquire as to how NAGT-TED can support their efforts
 - Earth Educator Rendezvous (virtual) – 13-17 July 2020
 - TED plans to contribute:
 - We approved a \$1250 commitment for the EER.
 - TED abstracts/sessions:
 - *“Seeking Feedback on Proposed Geoscience Teacher Leaders Criteria”* – Metlay, Hollister & Ellins – was approved for Jul. 15.
 - Ideas for a webinar for K-12 geoscience teachers were discussed.
 - Laura will pursue

17 June 2020: Executive Committee Meeting

- \$3786.68 in the bank
- Laura will email Caroline Smith about our \$1250 commitment to the EER.
- Discussion of:
 - TED statements on anti-racism

- NAGT has signed *A Call to Action for an Anti-Racist Science Community from Geoscientists of Color: Listen, Act, Lead*; members may sign individually as well
- Anne Egger sent a statement to NAGT members.
- Online and best teaching practices
 - NAGT-TED will continue to support, as needed, the collection of materials housed and organized on the Teach the Earth Site.
 - Numerous videos for Earth science lessons (including NAGT Webinars) and good teaching have already been produced and can be found at the American Geosciences Institute YouTube channel.
 - We discussed multiple online resources that are available to Earth science educators and the necessity for a way to direct K-12 and pre-service teachers to these resources.
- EER is 13-17 July;
 - Participants can register per day or for multiple days
 - NAGT-TED oral presentation, “Seeking Feedback on Proposed Geoscience Teacher Leaders Criteria,” is the afternoon of Wednesday 15 July.
 - The dual enrollment workshop would appreciate feedback from TED membership
- GSA (virtual meeting)
 - Laura will ask Anne about plans for division business meetings. (Will they occur Sunday evening, per usual?)
 - Registration opens 1 July and abstracts are due August 4
- AGU may also go virtual.
 - The decision will be made in August.
- Officers
 - Elections conclude on 1 July.
 - We discussed revision of the bylaws to include a minimum participation requirement for officers followed with a vote of the membership. Suzanne and Christopher volunteered to form a committee to revise the by-laws.
- Newsletters
 - There was no May update; Suzanne will create a mid-June update to remind membership to vote
 - We discussed adjustments to the newsletter including a once a month format that will consist of short updates (12 total). We need to amend the by-laws to allow for more flexibility for newsletter frequency.
- Committees
 - We have a full slate of candidates (nominations candidates)
- New Business
 - Infrastructure for the SERC website is being updated.
 - Much effort has been put forth by NAGT (and members) to make the transition to remote learning.
 - The NAGT Diversity, Equity, and Inclusion (DEI) committee is selected and finalized.
 - NAGT is invited to endorse proposals for an NSF grant to bring together similar organizations.

5 August 2020: Executive Committee Meeting

- Election Update- results of the division election are:
 - President – George Bartuska
 - Vice President – Christopher Roemmele
 - Past President – Laura Hollister
 - Secretary/Treasurer – Bridget Mulvey
 - Media Director – Suzanne Metlay

We welcomed Bridget Mulvey to the ExComm and said farewell to Eric Pyle and Peggy McNeal.
- \$2536.68 in the bank
- Discussion of:

- EER REport
 - TED Division contributed \$1,250.00 in sponsorship and NAGT used the money to support both plenary talks.
 - Feedback from the TED contributed presentation on the proposed teacher-leader criteria (Suzanne, Kathy, and Laura) was positive. Laura reported that the community is hungry for this type of recognition. Suzanne indicated that next steps include writing and submitting the project for publication in *In the Trenches*. Kathy suggested the ongoing writing circle (continued from the EER writing retreat) as a venue for getting this work done.
 - Laura and Kathy both reported that the Rendezvous was successful as a productive meeting using an online format and that it contributed positively to NAGT's current financial balance.
- GSA Virtual Meeting
 - The dates for GSA as a virtual conference have shifted to 26 to 30 October, leaving the question of when NAGT division meetings will be held and where (who will host virtual meeting). Laura will work on getting more information for planning purposes and inform the ExComm as soon as possible.
- AGU will also be a virtual meeting.
 - Dates have been adjusted to December 1-17 to prevent overlap of meetings, creating a longer and more drawn out schedule.
 - The deadline for abstract submission has passed
- Newsletters
 - Suzanne reported the intent to continue the NAGT-TED newsletter using a monthly update format. The next newsletter will come out at the end of August and she suggested that ExComm members submit content to her.
 - NAGT-TED will also continue to submit content to the monthly NAGT newsletter that is organized by Caroline Smith..
 - The NAGT-TED Facebook page has recently had activity. Suzanne suggested that ExComm members share time-sensitive content to the Facebook page.
 - If there is interest in developing additional media outlets, such as Instagram, we might consider doing so.
- Committees
 - Christopher reported on a meeting of the by-law committee consisting of members Christopher and Suzanne. The committee went through the by-laws and made proposed amendments to the section on officer responsibilities. Some of the proposed changes were to update terminology (i.e., to create gender neutral terms).
 - Suzanne shared the document with highlighted proposed changes. She also emailed the document to ExComm members for review.
 - Suzanne noted that Article 10 includes detail on how to amend the by-laws. She asked ExComm members to review and email Christopher or Suzanne if you have comments.
 - Suzanne will include the proposed changes in the August and September newsletters, to prepare for adoption of the amendments at the NAGT-TED business meeting in October
 - Reviewing the by-laws (the governing document) every 5 years is recommended and since NAGT-TED came into existence in 2014/15 this is a timely matter.
- New Business
 - Kathy reported that a new editor for JGE has been selected and will be announced in the near future. Additionally, new categories for the journal to supplement existing ones (research, C&I, commentary) are being discussed.
 - Kathy reported that an NAGT DEI committee has been convened and we will hear more about what they are doing in the future.

**JGE Editor in Chief annual report, Eric M. Riggs, October 19, 2020
- updates and additions to the mid-year (4/2020) report**

Activities

May 2020

Constructed a detailed plan for processing accepted paper backlog and two special issues pending.

Generally caught up on all pandemic-related delays and backlogs in the editorial chain and also fully sorted the two special issue paper populations for better tracking and planning purposes.

June 2020

Prepared and submitted Volume 68 Number 3 to production. Layout, cover image, permissions, cover text and editorial introduction.

Worked with Lea Cutler at T&F on tweaks to design elements of the print version of JGE that create production bottlenecks, including adjustment of online publication dates printed in published PDFs, simplification of author affiliations lines and running headers.

Accepted the resignation of AE Stephanie Hathcock, and thanked her for her service (since 2013) with the Journal. We are now currently down by 3 AEs, so recruitment of a new group is a high priority.

July 2020

Organized and presented EER workshop with Heather Goss, EIC of EOS on the incorporation of Eos.org material into classroom teaching and curricula. Not strictly JGE related, but the workshop involved many JGE contributors and a handful of AEs, and has resulted in a follow-up project that will involve SERC and Teach the Earth explicitly, so this integration of earth science education publications will be a plus for all journals in this space.

Participated in NAGT Executive Committee meeting 7/28/2020.

Alison Jolley (AJ) agreed to step elevate her role at JGE to become the new Research Editor, succeeding Alison Stokes, who is standing down. This transition has taken place smoothly over the late summer, with AJ handling all new manuscripts and Alison Stokes resolving her last few manuscripts she has been handling.

August 2020

Decisions on Outstanding Reviewer and Outstanding Paper awards made with section editors with substantial input from AEs.

September 2020

Prepared and submitted Volume 68 Number 4 to production. Layout, cover image, permissions, cover text and editorial introduction. Backlog of articles now largely resolved. Remaining accepted articles should fill V69 N1, and should fill out the two special issues currently nearing completion (Polar Education, Large Scale Analysis of STEM Teaching and Communities).

JGE Editor search concluded successfully. Onboarding of Kim Hannula began, continuing until the current time. She and I are working on sharing process roles, and have begun planning for V69 and the management of special issues during 2020/21 as the flow of contributed manuscripts continues unabated.

October 2020

Prepared and pre-recorded awards citations for Outstanding Paper and Outstanding Reviewer awards for GSA 2020.

Approved the start of a full-scale internal and community-wide search for new Associate Editors, led by Kim Hannula

Will conduct the JGE Editors' meeting at GSA 2020 online, 10/26/2020

November 2020

Continue ramping up Kim Hannula's roles as incoming EiC, culminating in my standing down as EiC on 11/30. I may stay on as Commentary Editor, and in any case will also remain available to finish out any manuscripts under my direction or management.

JGE Health and Publishing Metrics (From Taylor and Francis sources and reports)

• 12/01/19 – 10/19/2020

- 55 new submissions
- On pace with 2019
- 79 revision decisions
- 79 revised manuscripts received
- Many manuscripts commonly go through 3 revisions prior to acceptance.
- We are clearly a very collaborative and encouraging community for authors to improve their manuscripts.
- Overall rejection rate of 37%, almost always at the original submission level.

Original Submission

Editor Decision Term	Total Decisions
Reject	16
Revise - Major revisions	21
Revise - Minor revisions	9
Total Editor Decisions	46

Revision 1

Editor Decision Term	Total Decisions
Accept	7
Reject	1
Revise - Major revisions	10
Revise - Minor revisions	20
Total Editor Decisions	38

Revision 2

Editor Decision Term	Total Decisions
Accept	12
Reject	1
Revise - Major revisions	5
Revise - Minor revisions	13
Total Editor Decisions	31

Revision 3

Editor Decision Term	Total Decisions
Accept	8
Revise - Minor revisions	6
Total Editor Decisions	14

Revision 4

Editor Decision Term	Total Decisions
Accept	3
Revise - Minor revisions	1
Total Editor Decisions	4

Revision 5

Editor Decision Term	Total Decisions
Revise - Minor revisions	1
Total Editor Decisions	1

Revision 6

Editor Decision Term	Total Decisions
Accept	1
Total Editor Decisions	1

Citation metrics

Journal of Geoscience Education, Scopus Metrics, 2015-2019

	2015	2016	2017	2018	2019
SNIP	0.464	0.372	0.769	0.941	0.965
CiteScore	0.8	0.8	1.5	1.9	2.4
SJR	0.336	0.291	0.349	0.414	0.386

CiteScore trend



Our citation metrics are improving at a very fast rate, especially our CiteScore. This is due both to careful control over content quality by the editorial staff (especially the section editors), but also is a direct outcome of our exposure increase due to the efforts of Taylor and Francis to increase the visibility of the *Journal*. Our out-of-field citations are also increasing steadily, which will help increase our impact factor. Our modeled mock impact factor is steadily increasing, and T&F may wish to start formally reporting that once they believe it's high enough to help our reputation and other metrics.

Scopus metrics include:

1. **Source Normalised Impact per Paper (SNIP)** – designed to allow comparisons of journals across subjects, citations processed for the SNIP are adjusted according to the journal's own subject area.
2. **CiteScore** – is the number of citations received by a journal in one year to documents published in the three previous years, divided by the number of documents indexed in Scopus published in those same three years.
3. **SCImago Journal Rank (SJR)** – citations processed for the SJR are weighted: a citation from a higher ranked journal being worth more than from a lower ranked journal.

Challenges and opportunities moving forward

The selection of Dr. Kim Hannula as the permanent Editor in Chief will stabilize and streamline operations, and should allow more long-range visioning and planning.

It is likely she will elect to keep me on as Commentary section editor, joining AJ and Karen as senior editors. This will allow for further development of this section related to theory, literature review and true commentary about geoscience education to argue for specific advancements in research or practice.

Attracting and retaining a diverse set of Associate Editors has been and remains a challenge, and a search is underway currently to find 3-5 new AEs across emerging disciplines and dimensions of diversity.

A number of new special theme issues have been proposed informally, and finding a way to manage these around the flow of regular manuscripts will be a persistent challenge for the next few years.

**NAGT Annual Report
2020
Redina Finch
Editor, *In The Trenches*
Report prepared October 26, 2020**

January – April 2020:

In The Trenches: Style Matters:

Updated broken link to the GSA Style Guide and added a link for Author Inquiries (Thanks Sandy!)

In The Trenches magazine:

Published the April edition

- Half of this edition was devoted to the NSF IUSE GeoPaths program on getting students in the geosciences pipeline
- This issue was short due to the COVID-19 pandemic

May – September 2020

ITT access:

- Shorter web address now works: nagt.org/itt

July issue

- Expected: Half of this issue will be devoted to the NSF IUSE GeoPaths program
- Update: COVID caused delays for some authors. One GeoPaths article was in this issue and another in the September issue. One other fell through.
- Four articles were published.

September issue

- This issue was long to accommodate the Geoscience award winners that would normally be recognized at GSA.
- Two regular articles also appeared in the issue.

January issue and beyond

January issue (expected)

- This will be a fully online issue for those articles that work better online. So far there are three topics proposed:
 - Building a 3-d model of atmospheric motion
 - QGIS
 - Virtual ice explorer
 - I'm hoping to find two more articles, but I'm not optimistic.
 - NOTE: This will be a test to see if one online issue every year will benefit the Association. In the past, there has been very little interest in

online articles, based on the number of views. We will need to advertise the January issue to increase interest.

Ideas for future issues

- I have some ideas for themed issues.
 - Learning by Drone
 - Arduino
 - GIS
- NOTE: I'm having a hard time finding articles and I suspect it's because we (including me) are all overworked teaching online classes during COVID. There have been very few articles proposed since COVID hit and some of the articles that were proposed never materialized.
- I've suggested that ITT become a more broadly advertised magazine since most of the authors I've contacted were not NAGT members. It might be better to make this an outward facing magazine instead of an inward facing one. This requires action from the ExCom and would no doubt cost money to advertise the magazine to a broader audience. Broadening the audience may increase advertisements in the magazine.

Advertising

- August 6, 2020: I send Caroline contact information for groups who might be interested in advertising in ITT:
 - UNAVCO contact: Donna Charlevoix
 - AMS Data Stream Program: contact at amsedu@ametsoc.org
 - GLOBE Program unable to spend money on advertising
 - YCAR Center for Science Education contact: John Ristvey, jristvey@ucar.edu
 - COMET program contact: epage@ucar.edu
 - SparkFun contact: 303-284-0979
 - *** I'm not sure if any of these were contacted. The original plan was to contact them after the EER, but I don't think it happened.

Dorothy Stout Professional Development Grants.

This year three awards were distributed to the following recipients:

2020 Award Recipients

2YC faculty award – Dr. Ana Garcia-Garcia, Physical Sciences Division, Monterey Peninsula College, Monterey, CA

2YC student award – no award this year

K-12 faculty award – Dan Alcorn, Phoenix High School, Lincoln, CA

K-12 faculty award – Mathew Scott, Freeman High School, Richmond, VA

There was no suitable 2YC application for this year's award cycle, so two K-12 faculty awards were given. Moving forward, the committee will focus on improving the applicant process that will hopefully generate better quality student proposals. Additional outreach with the Geo2YC division is planned to identify strategies to improve the number of 2YC student applications for next year.

NAGT Shea Award Committee
2020 Annual Report

October 8, 2020

The James H. Shea Award committee is pleased to report that the 2020 award recipient is **Dr. Hope Jahren of the University of Oslo**. Hope Jahren was the unanimous choice for the committee.

Dr. Jahren had numerous wonderful nominations praising her written works, *Lab Girl* (2016, Vintage) and *The Story of More: How We Got to Climate Change and Where to Go from Here* (2020, Vintage).

Awards and accolades for *Lab Girl* include;

- national bestseller
- New York Times Notable Book
- winner of the National Book Critics Award for Autobiography
- winner of the American Association for the Advancement of Science/Subaru Science Books & Film Prize for Excellence in Science Books
- finalist for the PEN/E.O. Wilson Literary Science Writing Award
- “one of the best books of the year”: The Washington Post, TIME.com, NPR, Slate, Entertainment Weekly, Newsday, Minneapolis Star Tribune, Kirkus Reviews

Praise and excellent reviews for *The Story of More* are extensive! The committee would like to congratulate Hope Jahren as the 2020 recipient of the James H. Shea Award.

The 2020 James H. Shea Award committee included the following members:

- Eric Riggs
- Karin Kirk
- Karen McNeal
- Tim Bralower
- Andy Buddington (Chair)

Members that will be serving out their terms at the end of 2020 include Andy Buddington (chair, 2016-20) and Karen McNeal (*at-large*, 2016-20).

Andy Buddington
James H. Shea Award Committee, Chair

To: NAGT Council
From: Jeff Niemitz, Outstanding TA Awards Coordinator
Re: Annual Report for 2020

It has been four or five years since I agreed to be the coordinator for the Outstanding TA awards. I have enjoyed reading all the wonderful letters from nominators as they describe the enthusiasm and commitment their TA nominees have made to the teaching of the Earth Sciences. Honestly, it gives me great hope for our discipline knowing that there are young graduate students who are genuinely interested in teaching undergraduates. For this reason, I plan to continue in this position as long as you will have me.

This year the number of nominations dropped a bit to 11 (2 in December 2019 and 9 in June 2020). With Covid, I expect the number will drop further given the new normal of on-line lectures and some semblance of a labs. However, when I first started this, we had very few nominations. Now we average about a dozen or more a year.

We are not making any headway into liberal arts colleges even though there are frequently TA helping to teach labs at these schools. If the Council has any ideas for how to reach these schools I would be very grateful.

Lastly, I want to publicly thank Sandy Lynn-Proshek and Monica Bruckner for the “heavy lifting” gathering the nomination letters for me to read and doing the correspondence for the awards. They both made my job so much easier.

Sincerely,

Jeff Niemitz

Neil Miner Award, 2020

The Neil Miner award committee made the 2020 award to Dr. Lori Ziolkowski, Assistant Professor at the University of South Carolina, School of the Earth, Ocean and the Environment.

The Neil Miner Award recognizes an individual for “exceptional contributions to the stimulation of interest in the Earth sciences.” The nomination letter for Dr. Ziolkowski noted her positive impact on students, and consistently high praise for her teaching in both introductory and majors-level courses. In addition to her thoughtful classroom teaching, Dr. Ziolkowski is extensively involved in outreach to the Columbia, SC community, giving climate science seminars to neighborhood associations, churches, and high schools. Colleagues noted her diplomacy and skill in talking about climate science with audiences of all kinds, noting that “Lori is constantly thinking about her audience, what is important to them, and what will help them learn.”

Letters from current and former students at the University of South Carolina described “Dr. Z’s” ability to make climate science accessible to all students. Students praised her dedication to mentoring in research and communication, and supporting them in achieving their goals. The review committee was impressed by Dr. Ziolkowski’s dedication to teaching climate science both in the classroom and in the community and in supporting and mentoring students.

The 2020 Neil Miner Award Committee members were:

Karen Viskupic
David McConnell
Mike Phillips
Jennifer Wenner
Stephen Mattox

Field Camp Scholarship 2020 Report

Chair: Lydia K. Fox

The NAGT Field Camp scholarship field was very competitive again this year, with 61 of the best and brightest young geoscientists from around the country applying for this award. As a comparison, there were 85 applicants in 2018 and 76 in 2019. Committee members are Diana Dalbotten, Cindy Magruder (former field camp scholarship recipient) and Bob Shuster. Diana's term on the committee is up and I want to thank her for her work. All of the selected individuals were ranked in the top 30 by the reviewers. Once the decisions were made, the complication of COVID19 hit. Many of the students who were originally offered the scholarship, ended up turning it down because their field camps were cancelled. We ended up going deeper into the ranked list than in the past and, in the end, did not use the full number of scholarships.

This year's awardees are:

Victoria Bain-Vrba, St. Norbert College

Missouri State University Geology Field Camp

Natalea Cohen, Fort Lewis College ([AWG Crawford Field Camp Scholarship](#) Recipient)

Fort Lewis College Field Course

Jacqueline Epperson, Illinois State University

Illinois State University Summer Field Camp

Megan Fairchild, Westminster College

Westminster College Field Camp

Katherine Garcia, Franklin and Marshall College ([AWG Crawford Field Camp Scholarship](#) Recipient)

University of Houston Field Camp

Morena Hammer, University of Minnesota Duluth

Wasatch-Uinta Summer Field Camp

Ayomide Joju, Georgia State University

Georgia State University Field Camp

Laura Mulrooney, University of Florida

University of Florida Geology Summer Field Camp

Jonah Neri, James Madison University

James Madison University Geology Field Course in Ireland

Jennifer Plaisted, East Carolina University

Eastern Carolina University Undergraduate Geology Field Course

Micaela Presutti, Northern Illinois University

Northern Illinois University Summer Field Camp

Daniel Riddle, Utah Valley University

Utah Valley University Field Experience

Carli Schmidt, Northern Illinois University

Northern Illinois University Field Camp

Holli Swarner, University of California Berkeley

University of California, Berkeley Advanced Field Course



SACRAMENTO
STATE

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Date: 6 November 2020

To: Amy Colette, NAGT/SERC Financial & Administrative Director

From: Dr. Kurtis Burmeister, Executive Secretary

Re: Annual Report 2020, NAGT/USGS Cooperative Summer Field Training program

The 2020 Field Season for the NAGT/USGS Cooperative Summer Field Training Program marked the 54th year of what is now one of the longest running science internship programs in the nation. More than 2,500 students have participated in this program since it was first conceived in 1965 by William “Bill” Pecora, then the newly appointed Director of the US Geological Survey. Many of these students have gone on to become well-known leaders, influential professors and outstanding contributors to the knowledge base of geoscience. More information about the history, operation of this program, and this year’s interns can be found on our website: www.usgs.gov/undergradintern (direct link to the brochure [here](#)).

This year, 92 students were nominated by field camp directors, and 71 of those students completed an application for the program. After receiving 37 geology-based proposals from USGS scientists and after the proposal review panel met and matched students to projects, a total of 39 students were placed with USGS science projects (some projects took on more than one intern). Since bringing new life back into this historic program over a decade ago, we have now gone from 8 placements in 2002, to numbers that are consistent with the historical average for this program. Summary of information and tasks completed in 2020:

- Letters went out from NAGT to field camp directors seeking nominations of qualified students in September. The program maintained a restriction on the number of nominees from each field camp as follows:
 - One student if the camp enrollment is 20 students or less
 - Up to 2 students if the camp enrollment is 21-40 students
 - Up to 3 students if the camp enrollment is 41-60 students
 - Up to 4 students if the camp enrollment is greater than 60 students

In order to keep the program manageable we monitor the number of allowable field camp nominees on an annual basis.

This year we continued the practice of requesting that Field Camp Directors include a brief description of the attributes of the particular nominees selected. This greatly helps the USGS Placement Panel in their efforts to place a student with a project best suited to their abilities while also helping USGS mentor scientists in preparing to conduct their interviews with students.

- In October, letters were sent to all 92 nominees from both NAGT and USGS congratulating them on their nomination and instructing them on how to apply. The application is through USAJOBS. A total of 71 students (77% of nominees) completed the application by the December 23 deadline.
- The USGS solicited internal proposals from scientists wishing to host an NAGT intern in the fall. A total of 37 proposals were received, and ultimately 31 were matched with interns (some projects hosted more than one intern). A list of interns and their research projects for 2020 is attached. The USGS has a broad scientific mission that includes areas beyond traditional field geology like hydrogeology, ecology, and climate change. It continues to be a challenge to educate students about the value of doing an internship in a field they had not previously considered.

- The USGS maintains a running geology field camp list which was started to provide as a service six years ago (found at www.usgs.gov/geosciencefieldcamps), where the YES office and NAGT have cross checked and identified 126 active field camps. This year turned out to be very unusual because the COVID-19 pandemic caused some field camps to close and some to go virtual. The field camp list for the upcoming year once there is a good understanding of what the 2021 field season will look like for many camps.
- Program evaluations are normally sent to both scientists and interns toward the end of the summer field season. USGS sends evaluations to the scientists and NAGT sends evaluations to interns. These evaluations, copies of information referenced in the bulleted items above, and detailed, multi-year comparative program information, are usually provided in the full packets to those attending our Annual Joint NAGT/USGS Internship Meeting. This year, because project start dates were severely delayed due to COVID, the project end dates are quite varied. The first batch of evaluations goes out in October, followed-up by a second batch of evaluations in December.
- The USGS, Youth and Education in Science Office provides cost-shared support for these intern's salaries by way of funding transfer to the science center where they will be working. This year, the YES office provided over \$4k for each project that was approved for cost-shared support. The collective support for this program is in excess of \$400,000.
- The YES office has continued the use of a new hiring authority, started in 2019, allowing us to keep these interns on board for up to 4 years (rather than the previous limit of 5 months) if the project has the need for extended assistance and the funds to support the intern for an additional amount of time. Many scientists have indicated that this is of great benefit to them, as we already know of several who wish to extend their intern's employment and plan to do so, as long as there are no conflicts with their graduate school or other plans. Many of these interns welcome the opportunity to stay with USGS longer as well, especially in times of uncertainty due to government hiring freezes and the often difficult process of obtaining a permanent federal position.
- The Federal Recent Graduates hiring program provides a much sought-after opportunity for NAGT/USGS interns to continue employment for up to three years, as long as the USGS is not under a hiring freeze, with the intent of permanent hire (if funding is available).
- The USGS continues its recently expanded partnerships with the Ecological Society of America, and the GIS Certification Institute. These new partner organizations have nominated additional exceptional students in other areas of expertise that are needed by our USGS scientists, particularly those with projects based in ecology, biology, and GIS. These partnerships have been a positive addition, as they have not only allowed the YES office to nearly double the number of students placed in internships using this exceptional hiring authority, but it has also served as a tool to garner additional interest in the program bureau-wide with additional geology-focused projects.
- In 2020, the COVID-19 pandemic caused many delays in the start dates of projects as well as delays due to added difficulties in the hiring process. The YES office worked extensively with HR staff, Administrative Officers, hiring scientists, and the incoming interns themselves to maximize opportunities where possible and find flexibilities in the work environment in order for these internships to continue, including utilizing the unprecedented option to work virtually where possible.

Eleanor Snow /s/

Youth and Education in Science Manager, U.S. Geological Survey

Laura Corey /s/

Education Program Analyst, U.S. Geological Survey



Dr. Kurtis Burmeister

Executive Secretary, NAGT-USGS Cooperative Field Training Program, Sacramento State University

NAGT/USGS 2020 Cooperative Summer Internship Program Placements

Intern: Anna Baker	Intern: Kristi Hill	Intern: Izabella Ogilvie
Field Camp: University of Missouri - Columbia	Field Camp: Western Michigan University	Field Camp: Western Washington University
Mentor: Walter Mooney	Mentor: Brent Topping	Mentor: Don Sweetkind and Kenzie Turner
Location: Menlo Park, California	Location: Menlo Park, California	Location: Lakewood, Colorado
Project: Geological and Geophysical Studies of Seismic Hazards in the Central and Eastern U.S.	Project: Arsenic Sources in the Klamath Basin.	Project: GIS-based regional geologic map compilation, Intermountain West and Sierran-Pacific projects
Intern: Emily Bryant	Intern: Elizabeth Horton	Intern: Baylee Olds
Field Camp: Western Washington University	Field Camp: Brian Collins	Field Camp: University of Utah
Mentor: Ben Pauk	Mentor: University of Washington	Mentor: Thomas Cronin
Location: Vancouver, Washington	Location: Moffett Field, California	Location: Reston, Virginia
Project: Cascades Volcano Observatory Field Electronics	Project: Updating Soil Moisture Thresholds for Shallow Landslide Monitoring and Warning	Project: Land Sea Linkages in the Arctic
Intern: Allison Dombrowski	Intern: Sean Hutchings	Intern: Logan Owen
Field Camp: University of Missouri - Columbia	Field Camp: University of Utah	Field Camp: Fort Lewis College
Mentor: Amy Gilmer	Mentor: Walter Mooney	Mentor: Carma San Juan and Karen Lund
Location: Lakewood, Colorado	Location: Menlo Park, California	Location: Denver, Colorado
Project: Geochronology Data Compilation, Intermountain West and National Geologic Synthesis Projects	Project: Geologic and Geophysical Studies of the San Andreas Fault System, California	Project: Geologic Map Transect of the Northern Rockies
Intern: Derek Ensign	Intern: Emma Krolczyk	Intern: James Padilla
Field Camp: University of Texas Arlington	Field Camp: West Virginia University	Field Camp: University of Puerto Rico
Mentor: Jeffrey Mauk	Mentor: Shannon Mahan and Matt Emmons	Mentor: Jean Self-Trail
Location: Denver, Colorado	Location: Denver, Colorado	Location: Reston, Virginia
Project: Denver Mineral Separation Laboratory	Project: Stable Isotopes of the Hot Springs Mammoth Site and and Luminescence Dating of the Associated Fall River Terraces	Project: Micropaleontology of Cenomanian/Turonian sediments of the Gulf Coast and Atlantic Coastal Plain Regions
Intern: William Gnesda	Intern: Hannah Kruse	Intern: Lydia Pinkham
Field Camp: Colorado State	Field Camp: University of Oregon	Field Camp: University of Michigan
Mentor: Gregg Swayze	Mentor: Heather Wright and Sarah Ogburn	Mentor: Laura Strickland and Lesleigh Anderson
Location: Denver, Colorado	Location: Vancouver, Washington	Location: Lakewood, Colorado
Project: Spectral and Hyperspectral Imaging of Critical Mineral Resources; USMIN Mineral Deposit Data	Project: Volcano Disaster Assistance Team	Project: Quaternary Paleoenvironmental Studies using Plant Macrofossils
Intern: Claire Grove	Intern: Edward Larkin	Intern: Katherine Pippenger
Field Camp: Humboldt State University	Field Camp: Idaho State	Field Camp: New Zealand Frontiers Abroad
Mentor: Kate Whidden and Christina DeVera	Mentor: Carma San Juan and Karen Lund	Mentor: Cheryl Miller and Jason Alexander
Location: North Slope Alaska	Location: Denver, Colorado	Location: Cheyenne, Wyoming
Project: Cretaceous sandstone reservoir and mudstone source rocks in Northern Alaska	Project: Geologic Map Transect of the Northern Rockies	Project: Characterizing hydrogeomorphic processes in Littlefield Creek
Intern: Montana Hauke	Intern: Noah Lindberg	Intern: Jordan Pritchard
Field Camp: South Dakota School of Mines & Technology	Field Camp: Lehigh University	Field Camp: Indiana University
Mentor: Carma San Juan and Karen Lund	Mentor: William Stephenson and Alena Leeds	Mentor: Javin Hatcherian and Paul Hackley
Location: Denver, Colorado	Location: Golden, Colorado	Location: Reston, Virginia
Project: Geologic Map Transect of the Northern Rockies	Project: High-Resolution Geophysical Investigations of Hazardous Faults and Seismic Ground Motions—Data for Earthquake Hazard Assessments	Project: Thermal Indices round-robin
Intern: Micah Hernandez	Intern: Jennifer Marsh	Intern: Halle Putera
Field Camp: Colorado State	Field Camp: Wasatch Uinta Field Camp	Field Camp: South Dakota School of Mines and Technology
Mentor: Carma San Juan and Karen Lund	Mentor: Michael Poland	Mentor: Walter Mooney
Location: Denver, Colorado	Location: Vancouver, Washington	Location: Menlo Park, California
Project: Geologic Map Transect of the Northern Rockies	Project: Geodetic monitoring of volcanoes in the western United States	Project: Geologic and Geophysical Studies of the San Andreas Fault System, California
Intern: Elizabeth Hill	Intern: Shae McLafferty	
Field Camp: University of Minnesota Twin Cities	Field Camp: Iowa State - University of Nebraska Field Camp	
Mentor: Melinda Erickson	Mentor: Richard Briggs	
Location: Mounds View, Minneapolis	Location: Golden, Colorado	
Project: Geologic-sourced arsenic contamination in drinking water aquifers of the contiguous US: a widespread problem	Project: Earthquake geology and geochronology in the western U.S.	

Intern: Jessica Reid
Field Camp: Indiana University
Mentor: Walter Mooney
Location: Menlo Park, California
Project: Geological and Geophysical Studies of Seismic Hazards in the Central and Eastern U.S.

Intern: Amanda Ringer
Field Camp: Central Washington University
Mentor: Carma San Juan and Jeff Mauk
Location: Denver, Colorado
Project: USMIN Mineral Deposit Database

Intern: Karissa Rosenberger
Field Camp: New Mexico Tech
Mentor: Kim Perkins and John Nimmo
Location: Menlo Park, California
Project: Quantifying fluxes and resources in the water cycle

Intern: Mercedes Salazar
Field Camp: New Mexico Tech
Mentor: Denis LeBlanc and Timothy McCobb
Location: Northborough, Massachusetts
Project: Hydrology and Water Quality of Cape Cod's Groundwater/Surface-Water System

Intern: Alex Schwarz
Field Camp: Wasatch Uinta Field Camp
Mentor: Carma San Juan and Jeffrey Mauk
Location: Denver, Colorado
Project: USMIN Mineral Deposit Database

Intern: Catherine Seguin
Field Camp: University of Michigan
Mentor: Andy Gendaszek
Location: Tacoma, Washington
Project: Water Temperature Mapping in the Snoqualmie and Skykomish River Basins and Modeling Water Temperature in the Tolt River

Intern: Kent Smith
Field Camp: University of New Mexico
Mentor: Andrew Waite
Location: Ithica, New York
Project: NY Surface water and Ground Water Data Collection

Intern: Haley Spalla
Field Camp: Bowling Green State University
Mentor: Jack Eggleston
Location: Kearneysville, West Virginia
Project: Mapping catastrophic floods with high-resolution multi-spectral and radar remote-sensing data

Intern: Brett Trottier
Field Camp: Western Michigan University
Mentor: John Lane and Fred Day-Lewis
Location: Storrs, Connecticut
Project: Applied Hydrogeophysics Research

Intern: Carson Tunnell
Field Camp: University of Texas Dallas
Mentor: Walter Mooney
Location: Menlo Park, California
Project: Geological and Geophysical Studies of Seismic Hazards in the Central and Eastern U.S.

Intern: Paige Voss
Field Camp: Pomona College
Mentor: Kim Perkins and John Nimmo
Location: Menlo Park, California
Project: Quantifying fluxes and resources in the water cycle

Intern: Jack Willard
Field Camp: Oregon State University
Mentor: Stephen DeLong
Location: Moffett Field, California
Project: Earthquake Hazards in Northern California

Intern: Laurie Zielinski
Field Camp: South Dakota School of Mines and Technology
Mentor: Jared Peacock, Jonathan Glen, Victoria Langenheim and Dan Scheirer
Location: Moffett Field, California
Project: Geophysical investigations related to geothermal, mineral, and water resources and to natural hazards in the western U.S.



NGSS-ESS Implementation Working Group

NGSS-ESS Working Group 2019-2020 Annual Report

Executive Summary:

Beginning in 2015 the American Geosciences Institute's Center for Geoscience and Society, the National Association of Geoscience Teachers, and the National Earth Science Teachers' Association collaborated on a working group focused on providing:

- A webinar series of 7-9 webinars per year
- Conference presentations
- Facilitating discussions, communication with, and seeking feedback from an Advisory Panel
- Teacher PD workshops
- Developing additional programming to serve the NGSS-ESS community

NGSS-ESS Working Group core team:

Aida Awad, NAGT
Ed Robeck, AGI
Missy Holzer, NESTA

2019-2020 Webinar Series

The webinar series is designed to touch on a variety of topics of interest to educators implementing the NGSS-ESS. Broadly, the webinars fall into four categories: classroom teaching resources, teacher preparation and support, learning about the NGSS (e.g., NGSS basics), and extending NGSS-ESS (e.g., through curricular integration). The webinars provide opportunities for learning, sharing, and discussion, but more broadly they serve as a concrete demonstration of the long-term value given to K-12 education by members of the geoscience community.

The 2019-2020 webinar series included the following webinars:

May 14, 2020 - [Promoting Diversity in the Geosciences: Meet the IF/THEN STEM Ambassadors](#)

April 9, 2020 - [Beyond earthquake locations: \(MORE\) Modern seismology in the NGSS classroom?](#)

March 26, 2020 - [How to "NGSS-ify" the Question Formulation Technique: A Deep Dive](#)

March 5, 2020 - [Teach Students How to Ask Their Own Questions To Explore Phenomena in an NGSS Classroom](#)

February 13, 2020 - [Beyond earthquake locations: Modern seismology in the NGSS classroom](#)

October 10, 2019 - [Webinar: Operationalizing the Earth Science Week theme in K12: Geoscience is for everyone](#)

November 7, 2019 - [Webinar: NASA Resources Support Instruction of NGSS Earth System Phenomena](#)

2020-2021 Webinar series:

The 2020-21 webinar series kicked off September 10, 2020 with “NGSS-ESS Mini-series part 1: Remote Teaching & Learning Resources,” a webinar presented by representatives from 11 organizations that provide freely available NGSS-ESS resources for virtual teaching and learning. It will be followed by webinars in October, November, January, February, March, April, and May (fall webinar topics and presenters are confirmed, some spring topics TBA).

November 12, 2020 - [Passing the Sniff Test: What Matters Most When Looking at Earth and Space Science Instructional Materials](#)

October 15, 2020 - [NGSS-ESS Mini-series: MORE! Remote Teaching & Learning Resources, part 2](#)

September 10, 2020 - [NGSS-ESS Mini-series: Remote Teaching & Learning Resources, part 1](#)

Upcoming scheduled webinars:

February 2021 - Soil Society of America - Title TBA

March, April and May 2021 TBA

NGSS-ESS Working Group Advisory Panel

August 18, 2020 Advisory Panel meeting

[The NGSS-ESS Working Group Advisory Panel was brought together for a 90 minute Zoom meeting in August.](#)

The goals for the meeting were to: re-engage a variety of stakeholder groups interested in NGSS-ESS Implementation in discussions focusing on the status of NGSS-ESS implementation, stakeholder group needs and future programming of the NGSS-ESS Working Group. A pre-meeting survey was conducted, results are shown in the slides linked above, as well as a post-meeting feedback survey. Thirty people participated in the meeting representing the following stakeholder groups: K-12 teachers, professional organizations, federal level, professional development, and teacher prep. Information and feedback from the meeting are being used to plan future programming and to guide the efforts of the NGSS-ESS Working Group.

Working Group members: Aida Awad, representing NAGT; Ed Robeck, representing AGI; Missy Holzer, representing NESTA.

New Projects: NGSS-ESS GOLI Courses

In an effort to continue to support geoscience educators who are interested in NGSS-ESS implementation, the NGSS-ESS Working Group is developing plans to create Geoscience Online Learning Initiative courses, GOLI. The courses would allow participants to earn CEUs for viewing and implementing activities and resources that were the focus of NGSS-ESS Working Group webinars.

We have approached two presenter groups for permission to develop GOLI courses around the webinars they presented last spring:

- IRIS - Beyond EQ locations and MORE Beyond EQ locations

- Right Question Institute - Teach students how to ask their own questions to explore phenomena in an NGSS classroom and How to NGSS-ify the QFT

Here are some details about the course we'd create around the webinars:

- Each CEU translates into 10 contact hours. Since the course would be covering 2 webinars, 0.2 CEU would be offered.
- No additional work would be required from the presenters to develop or promote the course.
- GOLI courses consist of viewing the webinar video, oftentimes in small topic based chunks of about 10 minutes, and then answering quiz type questions.
- While there would be a small fee for taking the course, probably \$15-20 for 0.1 CEUs, the fee would be set to only cover the fee for the platform, accreditation agency and documentation. The CEUs are provided by an agreement between AGI (American Geosciences Institute) and AIPG (American Institute of Professional Geologists) which holds IACET (International Association for Continuing Education) accreditation. In other words, not-for-profit.
 - Here's a link to the AGI GOLI webpage:
<https://www.americangeosciences.org/workforce/goli>

AGU GIFT Workshop

The AGU GIFT (Geophysical Information For Teachers) workshop has been a project with collaboration between NESTA and AGU for several years. With moving the AGU Fall Meeting to a virtual presence, the GIFT workshop model had to be changed to a virtual workshop. NESTA suggested that the NGSS-ESS Working Group combine assets to organize and run the workshop. We are still in the early stages of planning, and on a very short timeline. The format for the 2-hour virtual workshop will be announced soon, but it is likely to include share-a-thon type presentations, and a discussion segment. A call for share-a-thon presentations will be going out soon.

Conference presentations:

AGU 2019 - [Technical session talk: Webinars to Support NGSS-Earth Science Implementation & Geoscience Community Engagement](#)

AMS - 2019 - [Technical session talk: Building an NGSS-ESS Community Through Engagement with Webinars](#)

GSA - 2019 - T185. Sponsored technical session Time to explore: Actively engaging with rigorous 3-dimensional learning materials

For those not familiar with the programming since 2015 please visit:

[NGSS-ESS Working Group Programming History](#)

Please feel free to reach out to me if you'd like more information or have thoughts/suggestions:

Aida Awad

aawad@tothecloudedu.com

NAGT Professional Development Planning Committee Annual Report 2019-2020

The National Association of Geoscience Teachers continues to offer a robust and responsive professional development program. Despite the disruptions caused by the Covid-19 pandemic, programs overseen by this committee were able to transition smoothly to remote modalities and in many cases draw on the expertise of NAGT leaders and members to provide valuable and timely programming to assist our community in their transition to remote delivery of their programs. This report provides a summary of the programs managed by the NAGT PD committee. Full reports from each program are available at:

https://nagt.org/nagt/about/workspaces/workshop_plan/programactiviti.html

2020 Earth Educators Rendezvous

Meeting Co-Chairs: Lynsey LeMay, Thomas Nelson Community College and Rachel Teasdale, California State University- Chico

Overview: Conference held July 13-17, 2020 online via Zoom. Originally planned for Stanford University. Transitioned online due to Covid-19 pandemic.

Meeting website: https://serc.carleton.edu/earth_rendezvous/2020/program/index.html

Executive Summary:

“The 2020 Earth Educators’ Rendezvous was scheduled to be hosted by the School of Earth, Energy, and Environmental Sciences at Stanford University. However, the COVID-19 derailed plans, and the event was hosted virtually using Zoom. The change to a virtual event occurred after all leaders for all session types had been identified, and it was due to the gracious attitudes and willingness to be nimble during times of

uncertainty that the 2020 EER was such a success. Due to the online format, there were some changes to the traditional EER schedule, in large part due to the nature of scheduling events across time zones. Plenary sessions were conducted during the lunch hour. The traditional Friday town hall event and ice cream social was abandoned, and social events were minimized to a Wednesday evening Zoom event hosted by the NAGT divisions. Additionally, the contributed program was compressed to a single day. The number of registered participants was 371, making the 2020 EER the largest yet. While a full evaluation report will be forthcoming from the recently

EER 2020 Participant Demographics			Total Registrants	371	
Race & Gender Demographics			Professional Affiliation		
Male	102	27.5%	University (with grad.)	181	49%
Female	259	69.8%	Primarily Undergraduate	96	26%
			Two-year College	41	11%
Hispanic	27	7%	K-12	21	6%
Non-Hispanic	317	85%	Former K-12	5	1%
			Informal Education	11	3%
American Indian	5	1%	Other	34	9%
Asian	15	4%			
Black	20	5%			
Native Hawaiian/ Pacific Islander	2	0.5%			
White	327	88%			

established evaluation subcommittee of the planning committee, initial feedback was positive. Participants noted effective workshops and sessions, and also appreciated effective online teaching and tools being modeled. Some participants noted that they were able to attend because it was hosted virtually and hope that future events can have at least some component offered virtually as well.”

Early Career Workshop

Workshop Conveners: Sarah Penniston-Dorland, University of Maryland; Josh Galster, Montclair State University, Benjamin Laab, North Dakota State University

Overview: Workshop July 27-July 30, 2020. 78 participants

Program website: <https://serc.carleton.edu/NAGTWorkshops/earlycareer2020/index.html>

Executive Summary:

Pending

Preparing for an Academic Career Workshop

Workshop Leaders: Sue Ebanks (lead convener), Savannah State University, Lisa Gilbert, Williams College, Lynsey LeMay, Thomas Nelson Community College, Catherine Riihimaki, Princeton University, Gary Weissmann, University of New Mexico-Main Campus

Overview: Workshop held July 13-15, 2020 as a 3-day morning workshop (plus

lunch and evening sessions) at the Earth Educators' Rendezvous. 36 participants

Workshop website: https://serc.carleton.edu/earth_rendezvous/2020/program/morning_workshops/w1/index.html

Executive Summary:

"The main goals of the "Preparing for an Academic Career" (c.f. "Preparing for an Academic Career in the Geosciences" or "Career Prep") workshop are for participants to improve their application and interview skills for academic jobs, become more effective at goal-setting and time management, and broaden their network of colleagues and resources to help jump-start their teaching and research as a faculty member. The workshop was held for the fifth year at the Earth Educators' Rendezvous, which was 100% online due to the coronavirus pandemic. Participants rated the workshop with high marks for both quantitative and qualitative feedback provided in the end-of-workshop evaluation. Participants agreed that the workshop achieved its goals and appreciated having five leaders with diverse representation of institution types and experiences."

Traveling Workshop Program

Program Chairs: Dallas Rhodes, Humbolt State University; Catherine Riihimaki, Princeton University

Overview: 16 workshops at 16 different institutions; total of 212+ participants

Executive Summary:

"As with many programs at NAGT and beyond, the Traveling Workshop Program (TWP) was significantly disrupted in the FY 2019-2020 due to restrictions from the coronavirus pandemic. The Traveling Workshop Program Management Team received and reviewed 17 applications for workshops, approving 16 of them. One subsequently

withdrew their application to have time to assess their needs in more detail. The workshop Building Stronger Geoscience and Environmental Science Departments and Programs was the most requested, consistent with previous years, while Strengthening your Cross-campus Environmental and Sustainability Programs was requested by several programs. Six workshops, with a total participation of at least 101, were conducted during the year. These six included our first two virtual workshops and our first workshop targeting graduate students. That latter workshop was also our first one on Success of All Students: Making a Brighter Future for All of Us. All combined, the workshops received a weighted aggregate evaluation rating of 8.97 on a 10-point scale, consistent with previous years' ratings. The biggest challenge for the TWP this year has been the travel and gathering restrictions caused by the coronavirus pandemic. An ad hoc committee formed in Summer 2020 to tentatively plan virtual workshops. The first virtual workshop was held in August 2020, with exceptional reviews of 9.8/10. Although this was a unique workshop in some regards, it was a fantastic example of how virtual workshops can be successful and might merit remaining an option for future workshops, even after the coronavirus-related restrictions abate. The other societal situation that impacted the TWP was anti-racism discussions and activism. An informal group of four TWP facilitators met to discuss how the TWP can better incorporate anti-racism concepts, as well as more successfully foster discussions diversity, equity, and inclusion. Two facilitators, Reginald Archer and David Blockstein, have applied for NSF-workshop funding to address the TWP needs for revising current materials for in-person and virtual workshops, and to train facilitators to lead conversations on diversity, equity, and inclusion topics. If funding is received, the workshop will be in mid-December, 2020.”

Teach the Earth Website

Website committee chair: Jen Wenner, University of Wisconsin Oshkosh

Website:<https://serc.carleton.edu/teachearth/index.html>

Executive Summary:

“The Teach the Earth Committee continues to work on our three main challenges/goals: 1) understand the current collection; 2) Fill in gaps in content; and 3) update content. This year we focused a lot on outreach to and education of users and potential users and contributors. We contributed a poster to the poster session at EER that dealt with these topics and have organized mini-workshops and webinars to make the site more visible and increase the ability of users to access what they need. These professional development opportunities were well-attended and we got good feedback about both the webinars and the website itself. In addition, we reached out to the Teaching X community during the challenge of moving online in March 2020 and asked for any online activities or modification to activities. We worked on adding a quick and easy way to contribute modifications to pre-existing activities to enable folks to easily contribute new online modifications that could be tacked on to some of the items that already exist on TTE. We also revisited our policies on external sites and examined new ways to feature content that is not directly on TTE but might be of relevance to the community.”

Webinar Series

Subcommittee Chair: Rory McFadden, Gustavus Adolphus College

“The NAGT webinar series planning committee designed and implemented an annual webinar series that serves the community needs and finds appropriate speakers to fill the webinar schedule. The webinars showcased the NAGT sponsored projects, programs, and divisions. During 2019-2020, the NAGT webinar series delivered 27 webinars. The webinar planning committee had four meetings during the 2019-2020 academic year. The meetings focused on developing potential webinars from NAGT sponsored projects, programs, and divisions, formulating a list of themes the webinars should cover, revising our promotion and advertising plan, and populating the webinar schedule for the weekly webinar series. The committee helped develop webpages for

current and future committee members, guidance for scheduling, developing, and implementing interactive webinars, and an archive of NAGT webinars. In addition, the committee has created a Youtube page for NAGT webinars and an NAGT webinar listserv. The abrupt transition to remote learning led to a set of timely webinars. The first was focused on (Suddenly) Teaching Geoscience Online and then the NAGT webinar series partnered with GSA to promote a webinar series on Remote Field Experiences.”

Submitted October 20, 2020 by

Sean Tvelia, Chair of the NAGT Professional Development Planning Committee

Professor of Geology
Department of Physical Science
Suffolk County Community College
tvelias@sunysuffolk.edu

Diversity, Equity, and Inclusion Committee

Tasks of NAGT Diversity, Equity, and Inclusion Committee (from Report to ExComm from Ad Hoc

Diversity Committee members: Aisha Morris, Don Haas, Susan Sullivan, Wendi Williams
November 1, 2018)

- In coordination with the Executive Committee and a strategic plan, establish metrics for and assess progress towards diversity goals in an annual report.
- Recommend activities to promote and increase membership of groups that are currently underrepresented in NAGT to the Executive Committee, and work with the Executive Director to implement approved activities
- Recommend activities to increase and support participation of underrepresented groups in NAGT programming
- Recommend strategies to broaden nominations for awards, committee positions, and leadership opportunities and work with committee chairs and Executive Office to implement them
- Provide expertise on inclusive practices to the organization as needed

The Committee:

- Laura Rademacher (Chair) ('20-'22) - Chair
- Leah Courtland ('20-'23) – Vice Chair
- Amy Weislogel (Secretary) ('20-'23) - Secretary
- Steve Mattox ('20-'22)
- Mimi Fuhrman ('20-'22)
- Danielle Sumy ('20-'22)
- Yadira Ibarra (20-'22) – selected as 7th member

The committee has been meeting fortnightly since May 19, 2020.

EER 21 - we decided to submit a 2-day workshop proposal.

We considered planning an event, possibly a Town hall, at EER2020. We identified potential panelists and speakers. Discussion of how to compensate panelists.

Title: Developing Inclusive Teaching Practices

Leaders: National Association of Geoscience Teachers Diversity, Equity, and Inclusion Committee (and other experts as additional facilitators)

Experience of Leaders: In addition to members of the committee, we will identify and invite Geoscience professionals with extensive workshop facilitation experience, including workshops that target faculty, geoscience professionals, pre service and in-service teachers, and students. These leaders will also be subject matter experts in inclusive teaching practices.

Description: We propose a two-day workshop in which day one would be overview, introduction, and reflection on participants own practices. Day two will include topical sessions on decolonizing course content,

pedagogy, and strategies for including multiple perspectives and cultural influences. We would ask participants to come with a syllabus or lesson to work on during the workshop.

1. Decolonizing teaching: syllabi and pedagogy
 1. content: what gets taught
 2. practices: how material is taught, who teaches, who creates information
 3. cultural influences
 4. accessibility

DEI stories

- Blogs DEI members crafting the first three. Post on DEI website. Then call for members to share stories.

With space for feedback. And how to manage feedback.

- Support Twitter takeovers – BlackinGeoscience

DEI Resources

SERC DEI website with resources on recent peer reviewed academic publications and useful news articles.

NAGT Member Survey

Design, questions, member (first) and non-member data (later), IRB review.

- NAGT didn't manage its own membership information until 2013, so this is the earliest data we can access
- Most members that joined pre-2013 have not entered demographic information, since 2013 people who have joined are providing demographic information
- goals:
 - find out who our membership is
 - find out what they want
 - do they think DEI initiatives are a good goal
 - will they be willing to participate

Membership demographics/ goal of diversifying NAGT

- Existing data on NAGT membership is from 2007. 20-25% of people choose not to respond to the demographic questions.
- Need better data to move forward on other goals.

Action: Do a survey to the membership to get guidance on what DEI group should do; can also try to obtain reliable demographic data from this tool?

Outreach to Other Organizations

NABG meeting: “exhibit”, 1-hour, great support from SERC

NAGT can establish a relationship with other organizations easily; may have formal or informal liaison relationships

- Can we offer reciprocal membership?
 - Membership is set in bylaws and no joint membership is in the bylaws currently and would take a long time to change bylaws (>year)
 - Example of other options: JGE discounted rates offered to GSA members
 - Could offer discounted rates to NAGT workshops to members of other groups
- Can NAGT offer workshops at other meetings?

Other

Reviewed Anne’s Response to

Call for a Robust Anti-Racism Plan for The Geosciences

<https://www.change.org/p/geoscientists-call-for-a-robust-anti-racism-plan-for-the-geosciences>)

Reviewed NAGT ethics document

Awards

Just starting to discuss but nothing to share out yet.

Background checks/ethics. Naming/rename.

**NAGT Advocacy Committee
Annual Report
September 1, 2019—August 31, 2020**

The NAGT Advocacy Committee promotes (geo)scientific literacy, advocates for all levels of geoscience education, and encourages the use of geoscience information in public decision-making. The Advocacy Committee provides expertise to NAGT and works with affiliated organizations on matters of public policy and advocacy. The Advocacy Committee's Guiding Principles are to

- Serve the organization's mission
- Maximize the impact of NAGT work on behalf of members and all geoscience educators
- Support initiatives that reflect our mission by local, state, national, and international entities, including professional organizations, non-profits, and government institutions
- Recommend development of position statements or white papers, either as stand-alone NAGT documents or co-authored documents with partner organizations; or recommend endorsements of statements authored wholly by other organizations.
- Author, co-author, or sign letters of support for initiatives (e.g. legislation, public comments, non-profit programs).
- Respond to requests from other organizations, and from NAGT sections and divisions.
- Monitor emergent issues at federal, regional, and state levels

Committee membership is on three-year cycles, and currently consists of the following:

- Catherine Riihimaki, Chair (2019-2022)
- Don Haas
- Mike Phillips (2019-2022)
- Margaret Crowder (2019-2022)
- Frank Granshaw, at large (2019-2022)
- Tamara Ledley, at large (2018-2020)
- Suzanne Metlay, at large (2018-2021)
- Euan Mitchell, at large (2018-2021)
- Dave Mogk, at large (2018-2020)
- David Szymanski (2018-2021)
- Wendi J. W. Williams (2018-2020)

The committee meets bi-monthly on the fourth Friday of that month. During FY 2019-2020, the committee met five times via Zoom. Each meeting had 6-7 members present. Individual members continue their own personal advocacy on issues like climate change education and post-secondary geoscience education. Committee accomplishments for this year include:

- An NAGT webinar co-led by Mike Phillips and Catherine Riihimaki on November 6, 2019, entitled “Advocacy 101: Engaging Policymakers and Promoting the Inclusion of a Geoscience Perspective”
- Revision of the procedure for approving and reviewing position statements, approved by the NAGT Executive Committee on July 28, 2020
- Onset of revising existing NAGT [position statements](#), starting with the statement on Climate Change and the statement on The Importance of Dual Credit and Concurrent Enrollment to the Geosciences.

Our primary goal for FY 2020-2021 is to increase awareness of the Advocacy Committee and NAGT advocacy resources, so that NAGT members are able to be effective geoscience education advocates. This will be done through three efforts:

- Hosting an Earth Educators’ Rendezvous discussion table and recommending relevant keynote speakers
- Writing an article on geoscience education advocacy for In the Trenches
- Hosting two webinars on the position statements that are currently being revised, and then finalizing those revisions.

NAGT Executive Office

Annual Report

Submitted by Amy Collette, SERC Financial & Administrative Director

The Executive Office supports the work of the Executive Director, the management of the organization, and the management and implementation of the NAGT programs and activities. On December 1, 2019, Dr. Anne Egger started in the role of Executive Director. Our office supported Dr. Cathryn Manduca as Executive Director through October 31. Amy Collette worked with President Karen Viskupic to guide NAGT in the absence of an Executive Director during the month of November. Since December 2019, the Executive Office meets regularly with the Executive Director. These meetings, which started as weekly and have moved to every other week, have a dual role in helping the office staff communicate with the Executive Director on the programs and activities that the office supports and in assisting the Executive Director in the work she performs. These meetings have proven to be invaluable in keeping the lines of communications open.

Our ongoing efforts for NAGT included support for the Executive Committee, Council, Committees, Divisions, and Sections in their work. We worked to support the updates to the bylaws, the search for a new JGE Editor-in-Chief, workspace management, virtual meetings, and for the Executive Committee's annual "face-to-face" meeting (which ended up being held virtually over two days in May due to COVID-19). We also supported committees in their volunteer work for the organization, particularly as new opportunities arose for the DEI committee.

In supporting NAGT's membership management, we saw a substantial increase in membership for 2020 (1711 members; a 7% increase over 2019). Part of the increase was due to Early Career workshop participants receiving a 2020 NAGT membership as part of their workshop registration.

The Executive Office continued to manage the finances of the organization. We worked with the Executive Director and Treasurer to budget and present the FY21 financials to the Executive Committee. We also monitored and reported on the financials for FY20 and made adjustments as the world changed. We also continued to support Division treasurers in their role, specifically meeting with the new treasurers for the 2YC and GER Divisions. We executed contracts for the new Executive Director, the SERC/NAGT MOU, the Executive Office, the *On the Cutting Edge* Program Support, the JGE Interim Editor-in-Chief and new Editor-in-Chief, and an appointment letter was executed for the new ITT Editor. We also supported the renegotiation of the publishing contract for JGE with Taylor & Francis. Additionally, we also managed the 2018 tax return, including preparation of supporting documents, reports for the Executive Director and Executive Committee, and filing with governmental agencies. Finally, we renewed the general liability insurance and D&O insurance for the organization, processed 1099s and filed the biennial report for the District of Columbia.

The Executive Office also worked in coordination with the publishers and editors for JGE and ITT. We continued to support JGE in the individual subscriptions to our members and ensured that mailing lists were sent to the publisher upon request. Over the course of the past year, we have processed 31 publication charge invoices, receiving payment on 61% of those billed. The Executive Office worked with the ITT copy-editor and printer on reviewing and proofreading issues, managing mailings to current NAGT members, and mailing back issues to new members.

We represented NAGT at GSA in Phoenix, AZ, through multiple activities, including booth staffing, promotions for membership and sponsored projects, planning and attending meetings for the Executive Committee, Council, Divisions, USGS/NAGT Field Study Cooperative program, and the awards luncheon. We also represented NAGT at AGU in San Francisco, CA, through booth staffing and promotions for membership and sponsored projects and we supported a virtual booth at NABG's conference in September. We wrote and sent the NAGT newsletter each month via email, solicited advertising to ITT, and managed

NAGT's social media platforms. We also assisted Sections in the promotion of NAGT at GSA Sectional Meetings across the country. Unfortunately, many were cancelled or moved online in light of current events associated with COVID-19. We also are continuing to work on shifting our work at GSA to an online format, with a virtual booth, virtual meetings, and a virtual social event.

We continued to support the awards process. Our support for the award committees increased as we navigated COVID-19 (deadline extensions, process reviews). In February, 61 Field Camp scholarship applications were processed, and we awarded 15. Due to COVID-19, many field camps did not take place, and consequently, many awardees were unable to accept their award. As a result, the Executive Committee rolled the unused awards over to 2021. We also supported 20 OEST winners, notifying partner professional societies of the awardees, and preparing for the announcements through our website and publications. In addition to plaque ordering and soliciting citations, we supported online video production for the Christman, Shea, and Miner awards since we are unable to celebrate in person this year.

Our close collaboration with and support of the USGS/NAGT Field Study Cooperative program continued. Dr. Burmeister worked with office staff on moving the forms and surveys that are used each year from another platform to the NAGT website. We also developed a listserv and fostered community-building for Field Camp leaders to help facilitate communications and archiving.

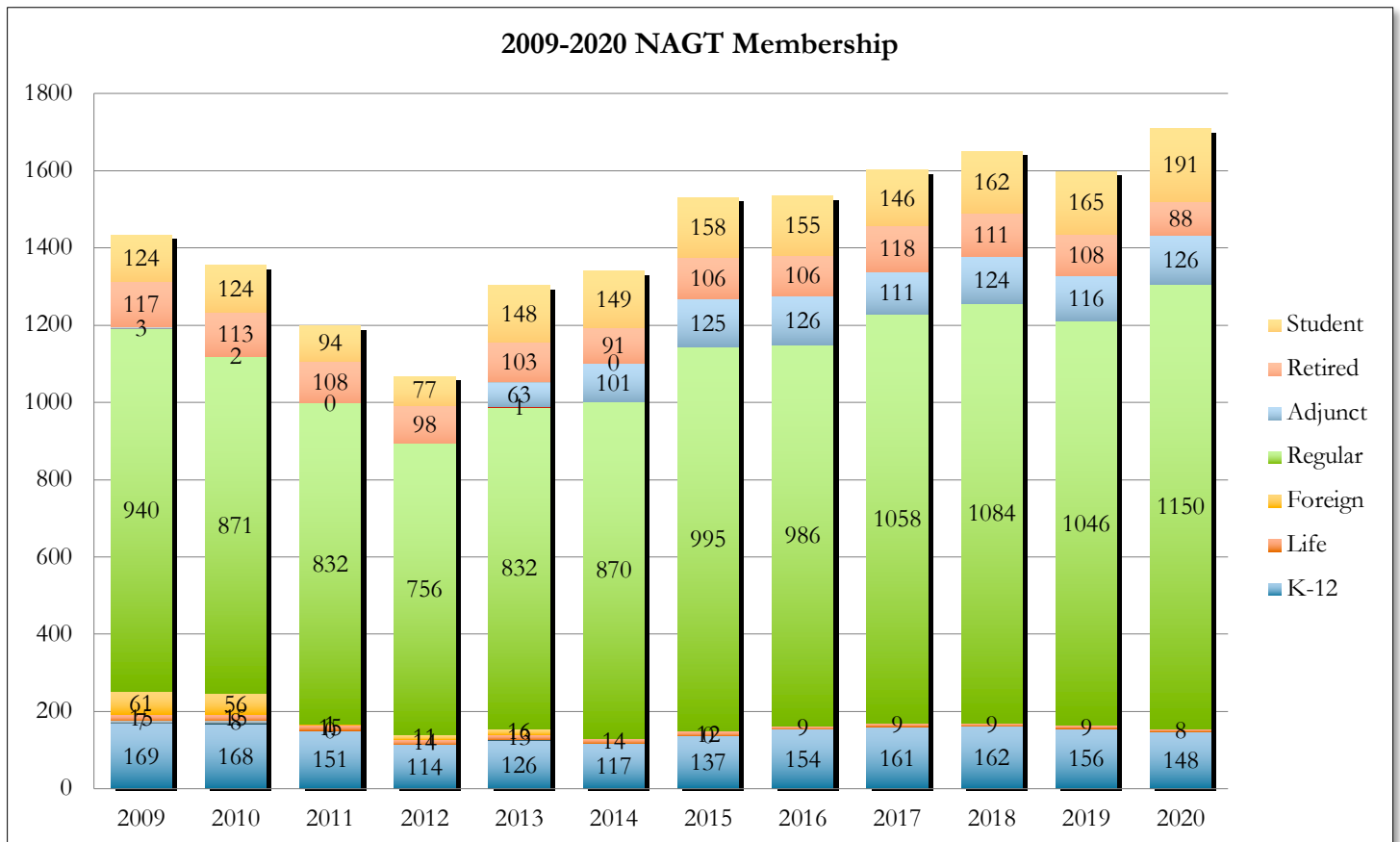
We supported the established professional development programming of the organization and have supported the growth of the webinar series as well as worked on expanding the EER site selection further than one year out. With changes due to COVID-19, we worked with NAGT leadership to transition the Earth Educators' Rendezvous (EER) and Early Career workshops into an online format. Through support for registration, programming, and leadership changes, we saw the largest attendance at an EER to date (384). Similarly, the workshop for Early Career Geoscience Faculty: Teaching, Research, and Managing Your Career included shifting the program support from in person to virtual, and supported a large audience, which included 78 participants and 10 leaders. This included shifting support from in person to managing Zoom meetings as well as modifying the website to support the virtual format while also enabling privacy around sensitive topics covered at the workshop. We also supported 7 traveling workshops, 21 webinars, a virtual Review Camp and the Heads & Chairs workshop at AGU.

NAGT Membership Report for Fiscal Year 2020

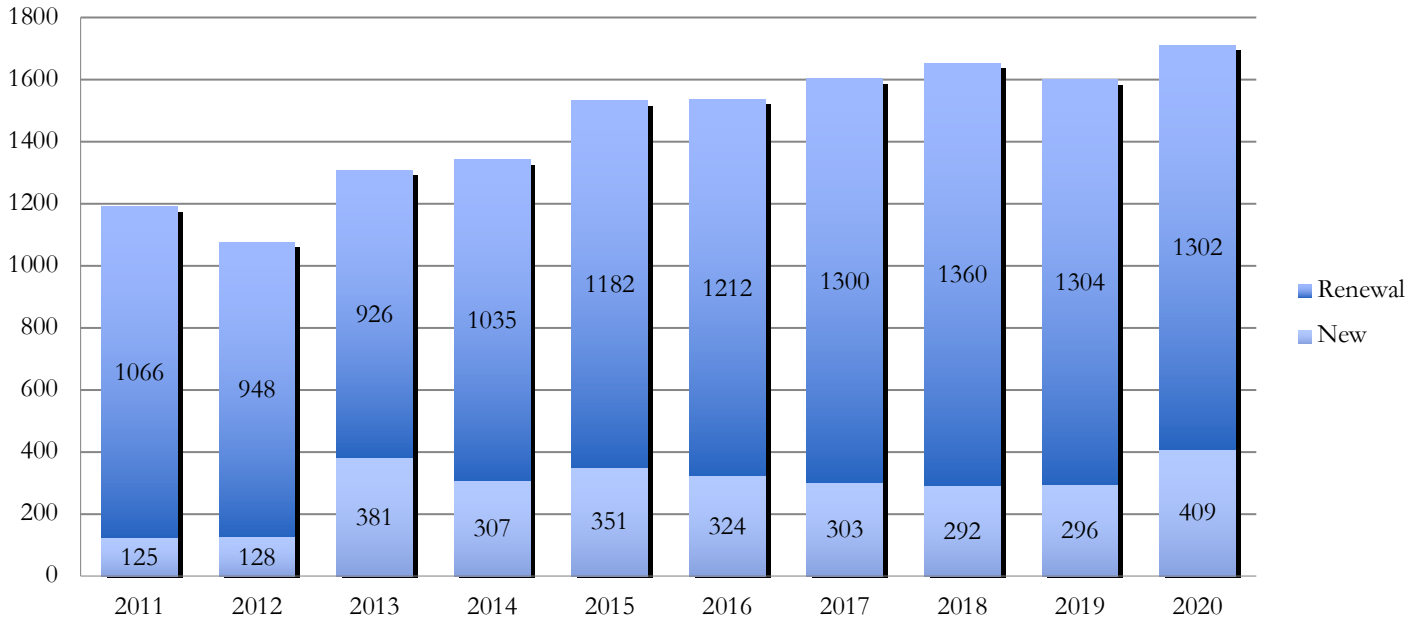
(through August 31, 2020)

Membership Highlights:

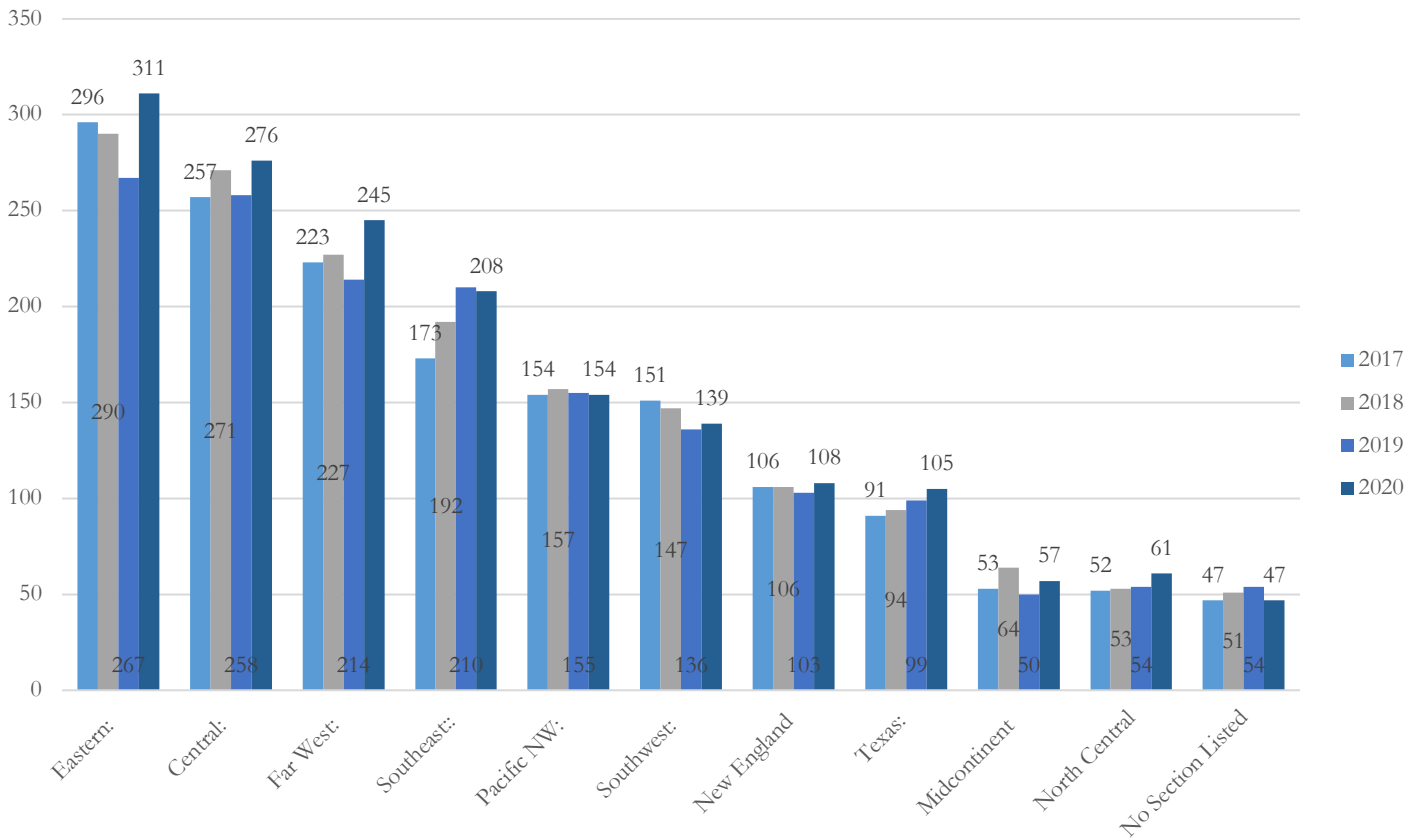
- Memberships: 1711! This is a 7% increase over last year (1600).
- Auto-renew continues to increase and provide stability from 34% in 2019 to 35% in 2020.
- Strongest sections are Eastern with 311 members and Central with 276 members.
- Divisions all experienced membership growth for 2020.



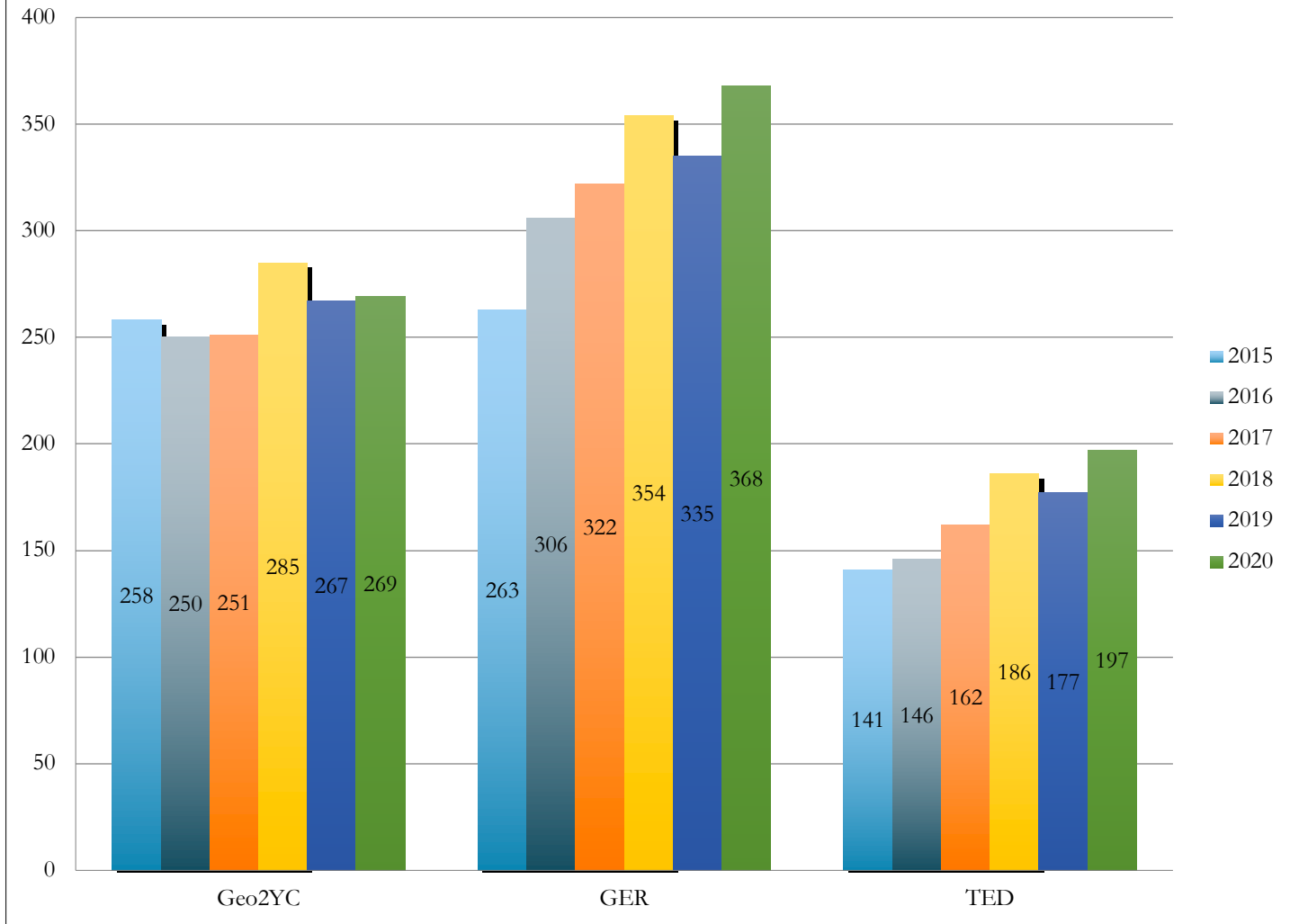
New/Renewal



Section Membership



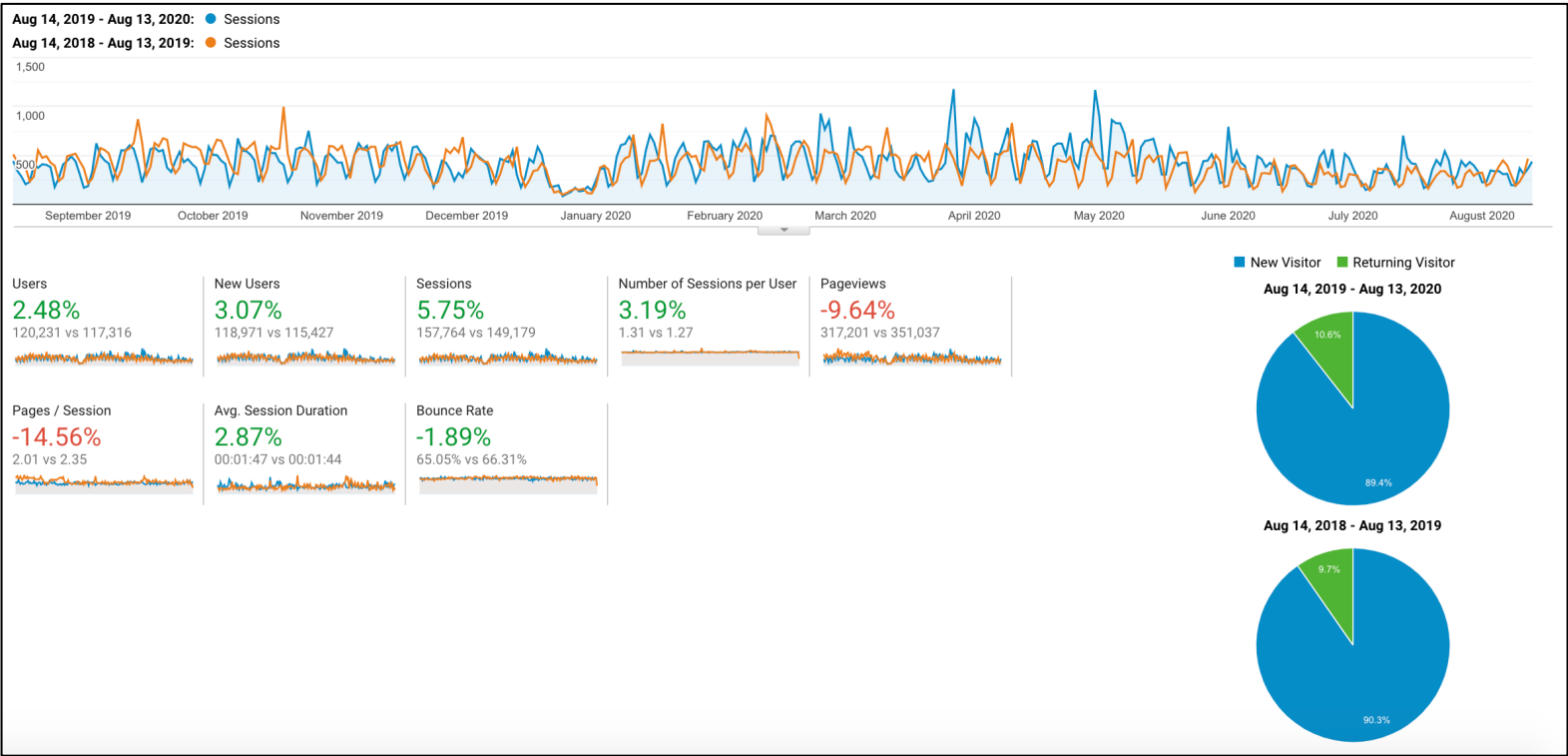
Division Membership



NAGT WEBSITE REPORT

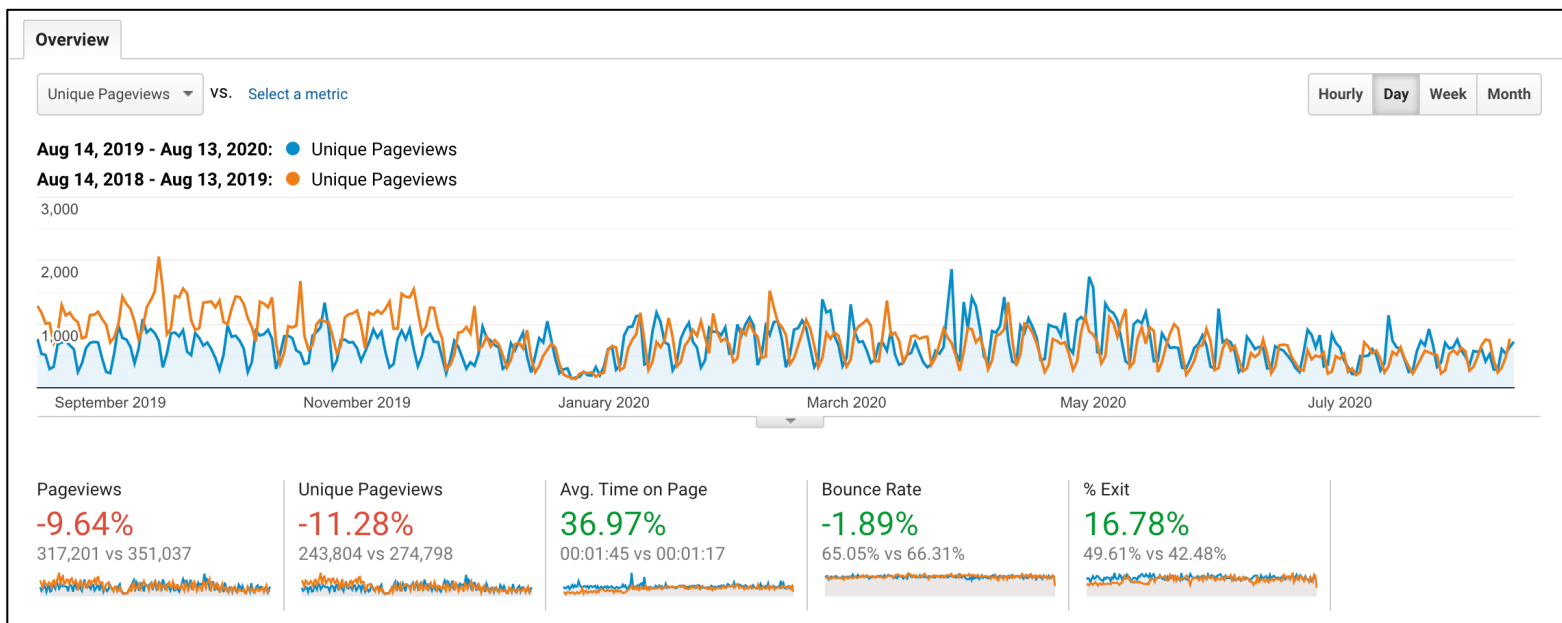
October 2020
Ashley Carlson

In the period between August 14, 2019 and August 13, 2020 the NAGT website use decreased over this period compared to the same period the previous year. The site received 5% more visits from 2% more users.



WEBSITE USE

Between August 13, 2019 and August 14, 2020, the NAGT website received 157,764 visits from 120,231 users of whom 10.6% were repeat visitors. This represents a 3% increase in traffic over the previous year. Unique pageviews for this period were 243,804 versus 274,233 for the previous period, representing a 11% decrease. The most popular parts of the website for this period (as a percentage of unique page views) were Analysis Tools (6.5%), Index page (5.8%), and JGE (3.7%).



For comparison, the same period the previous year saw 148,838 visits from 116,971 users of whom 9.7% were repeat visitors. The most popular parts of the website during that period were Professional Development (19.5%), Teaching Resources (16.4%), and News (17.2%).

SECTION AND DIVISION WEBSITE USAGE (FOR THOSE HOSTED AT SERC)

Traffic to Section Websites hosted by SERC, overall, decreased year-on-year by 14.7%. North Central Section was the only one to show an increase in unique pageviews (+18.7%). Though, Central Section continues to be the section receiving the most traffic with 635 unique pageviews (a decrease of 22.5% from last year). New England decreased from 405 to 361 (-11% change). This year the Pacific Northwest section saw a 30% decrease in unique pageviews. Eastern decreased from 263 to 227. Southeastern decreased from 179 to 167; Far West decreased from 165 to 152; Midcontinent went down from 119 to 99.

Traffic to Division Websites increased slightly by 0.3% in comparison to the previous year. The GER Division had fewer unique pageviews with a 4.1% decrease from 2,648 to 2,540. The Geo2YC Division grew with a 13.6% increase from 1,495 to 1,717 unique pageviews. The TED Division increased by decreased from 582 to 561.

NEW NAGT CONTENT

NAGT has new content that is not housed on the NAGT website. The analytics for these pages do not contribute to the overall NAGT analytics presented above.

Quick Transition to Online Teaching:

<https://serc.carleton.edu/dev/NAGTWorkshops/online/transition.html>

This page was created to serve as a guide to the material in the Teaching Geoscience Online Module. It received 1,771 unique pageviews since its creation in March 2020.

Teaching Geoscience Online:

https://serc.carleton.edu/dev/teachearth/teach_geo_online/index.html

The Teaching Geoscience Online page provides visitors with a guide to different teaching online resources and links the form to join the Teaching Online community and listserv. This page received 19,074 unique pageviews from its creation on March 11, 2020 to Aug 13, 2020.

Teaching with Online Field Experiences

https://serc.carleton.edu/NAGTWorkshops/online_field/index.html

The Teaching with Online Field Experiences page provides visitors with different resources for designing and facilitating online field experiences. It received 387 unique pageviews from March 11, 2020 to Aug 13, 2020.