



# 2020 IN REVIEW

THE ANNUAL REPORT OF THE NATIONAL ASSOCIATION OF GEOSCIENCE TEACHERS



# 2020 In Review: The Annual Report of NAGT

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On the cover: Image from the NAGT webinar Teaching Landslide Analysis to Undergraduates: Planning for Failure and a Safer Society; the downloadable Zoom background made available to Earth Educators' Rendezvous 2020 participants; and a screen shot of participants in a Zoom council meeting during the annual meeting of the Geological Society of America in the fall of 2020.

## ELECTED OFFICERS

### President

Karen Viskupic, 2019-2020  
Boise State University

### 1st Vice-President

Jennifer Wenner, 2019-2020  
University of Wisconsin - Oshkosh

### 2nd Vice-President

Margaret Crowder, 2019-2020  
Western Kentucky University

### Past-President

David McConnell, 2019-2020  
North Carolina State University

### Secretary/Treasurer

Frank Hladky, 2018-2020  
Retired

### Acting Secretary/Treasurer

Michael Phillips, 2020-2021  
Illinois Valley Community College

### Councilors-at-Large

Catherine Riihimaki, 2018-2021  
Princeton University

Reginald Archer, 2018-2021  
Tennessee State University

Steve Mattox, 2019-2022  
Grand Valley State University

Ryan Hollister, 2019-2022

Turlock Unified School District

Kathy Ellins, 2017-2020

University of Texas at Austin

Dallas Rhodes, 2020

Retired

## INCOMING ELECTED OFFICERS

Christy Visaggi, 2nd Vice-President, 2020-2021  
Georgia State University

Katherine Ryker, Councilor-at-Large, 2020-2023  
University of South Carolina

Aida Farough, Councilor-at-Large, 2020-2023  
Kansas State University

## APPOINTED OFFICERS

### Executive Director

Anne Egger, 2019-2022  
Central Washington University

### JGE Interim Editor in Chief

Eric Riggs, 2019-November 30, 2020  
Texas A & M University

### In the Trenches Editor

Redina Finch, 2020-2023  
Western Illinois University

### NAGT Historian

Gene Pearson  
University of the Pacific

## FROM THE PRESIDENT

Dear NAGT Members,

As a community, we accomplished much important work over the past year, and I am happy to highlight some of those accomplishments here.

Most significantly for the functioning of the organization, we hired Anne Egger as Executive Director, and her deep and long history of service within NAGT (President, Editor in Chief for the *Journal of Geoscience Education*, Chair of the Professional Development Planning Committee, Traveling Workshops Program



**Karen Viskupic**

leader, etc.) meant that she started the job with a clear understanding of the organization and goals for making it even stronger. I had anticipated spending part of my year as President helping to orient a new Executive Director to the organization and to help support their transition, and instead no help from me was needed. Anne got right to work and, with the help of our amazing Executive Office, kept the organization moving forward.

In addition to hiring a new Executive Director, in the past year we have also completed successful searches for new editors for both the *Journal of Geoscience Education* and *In the Trenches*. These publications provide great value to the community as ways to share our research results and teaching practices, and to learn from each other.

While challenging, the past year gave NAGT the opportunity to showcase our strengths and demonstrate our value to the broader geoscience community. With respect to NAGT's mission to support a diverse, inclusive, and thriving community, we formed a new Diversity, Equity, and Inclusion committee (replacing a similar ad hoc committee), and adopted an ethics policy and procedures.

The Diversity, Equity, and Inclusion committee started their work immediately, and helped to guide NAGT's response to national events and calls to action. I am grateful to the members of this committee for their leadership, expertise, and ideas.

With respect to NAGT's mission to improve teaching and learning, we had great success in helping instructors navigate transitions to online teaching through the Earth Educators' Rendezvous (EER), our webinar series, and our involvement in the effort to design remote field experiences. The first virtual EER was a success, and the EER planning committee, workshop leaders, and the Science Education Resource Center staff did an amazing job of rapidly shifting from being ready to host an in-person meeting to reimagining the program as an online event. In early April, as many institutions were shifting to online instruction with minimal warning, NAGT hosted a webinar (Suddenly) Teaching Geoscience Online which had over 800 registrants. Finally, NAGT expertise and infrastructure helped the geoscience community develop resources for Teaching with Online Field Experiences, which are freely available in Teach the Earth. At a time when instructors needed guidance and resources, NAGT served the community well.

In closing, I would like to thank all NAGT members (especially those volunteering their time for NAGT committees, programs, divisions, and sections) for their involvement in such an innovative, supportive, and hard-working community of people. I am grateful to have you as colleagues and to work with you toward common goals.

**Karen Viskupic, President, NAGT, and  
Assistant Research Professor of Geoscience  
Boise State University, Boise, Idaho**



NAGT, c/o Science Education Resource Center, 200 Division Street,  
Suite 210, Northfield, MN 55057 / <https://nagt.org/index.html>

**OUR MISSION:** NAGT supports a diverse, inclusive, and thriving community of educators and education researchers to improve teaching and learning about the Earth.

**OUR VISION:** NAGT is building geoscience expertise and an Earth-literate society through high-quality education.

**OUR GOALS:** NAGT works towards four main goals:

- To foster improvements in the teaching and learning about Earth as a system at all levels of formal and informal instruction;
- To emphasize the societal relevance of geoscience and its cultural significance for all people;
- To foster and disseminate research in geoscience education;
- To promote the professional growth of our members.

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## FROM THE EXECUTIVE DIRECTOR

Dear NAGT Members,

At the beginning of my term on December 1, 2019, I laid out three overarching goals: to increase transparency and awareness within the organization, including the value of member benefits; to build our capacity for funding and diversify our sources of income; and to develop new alliances within and beyond the geosciences. This annual report—the first of its kind for NAGT—is one step towards the goal of increasing transparency and awareness, and I hope you'll take the time to look through it and read more about our work over the past year.



Anne Egger

The year 2020 has been an unusual one for many reasons. We've faced challenges as individuals and as an organization. The strength of our community became apparent in some of the ways in which NAGT responded to those challenges:

In March, we established a Rendezvous contingency planning committee that began to discuss options for an online event that maintains our high standards for professional development, and we were ready to respond quickly when Stanford announced that they would not hold any in-person summer programming. The SERC staff and Rendezvous planning committee worked very hard to shift the entire—already established—in-person program online, and were able to redesign some of the workshops to better align with the needs of participants. As a result, our first online Rendezvous was a success, bringing in 376 participants and over-subscribing many of the workshops. Given this experience, the uncertainty around the virus over the next year, the nature of higher education budgets, and the ability of our community to travel, we have already made the decision to hold Rendezvous 2021 as an online event.

As part of an NSF-funded collaborative effort to support the community of field camp instructors in the transition to virtual field camps, we developed a new reviewed collection in Teach the Earth called Teaching with Online Field Experiences ([https://serc.carleton.edu/NAGTWorkshops/online\\_field/index.html](https://serc.carleton.edu/NAGTWorkshops/online_field/index.html)). 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.

The Webinar Committee put together and offered a set of webinars that addressed teaching online, starting with the (Suddenly) Teaching Geoscience Online ([https://nagt.org/nagt/profdev/webinars/suddenly\\_online/index.html](https://nagt.org/nagt/profdev/webinars/suddenly_online/index.html))

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, and we established joint webinar series with GSA and CUAHSI that built on the highly successful “Teaching with Online Field Experiences” project.

All of these efforts 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 enhanced 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.

Meanwhile, we have other efforts underway, particularly in diversity, equity, and inclusion. Our code of conduct, supported by our ethics policy and procedures, is now available on our website and is stated explicitly at the beginning of all NAGT events to establish inclusive practices that support equitable participation. We established a new, high-level Diversity, Equity, and Inclusion (DEI) committee charged with facilitating the organization's efforts to achieve 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. It helped us respond quickly to national events that challenged all organizations to examine their own practices. 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. We are walking in the right direction, and we have a long way to go.

We need a map for our journey: a strategic plan. NAGT has not gone through a strategic planning process in over ten years, and the organization has changed considerably during that time. 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. This member survey will be arriving in your inbox soon. I encourage you to take the time to fill it out and help us understand your values and needs.

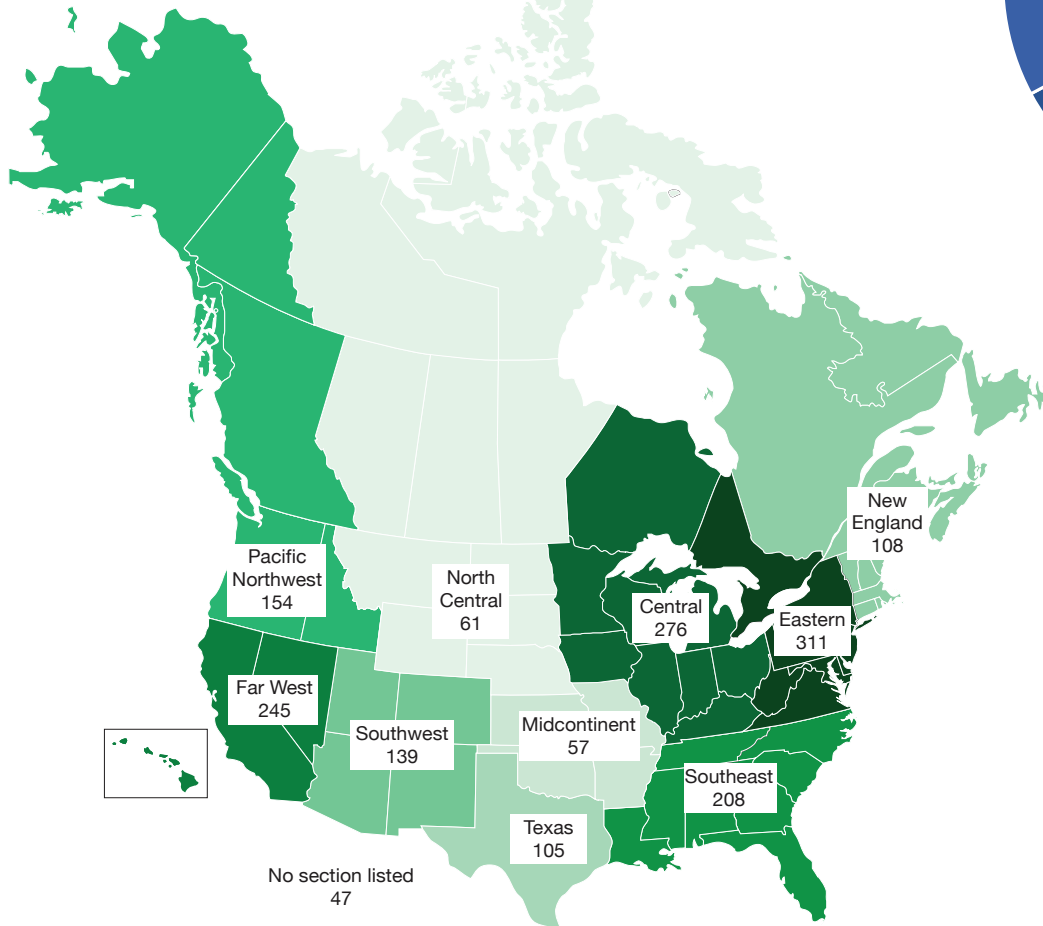
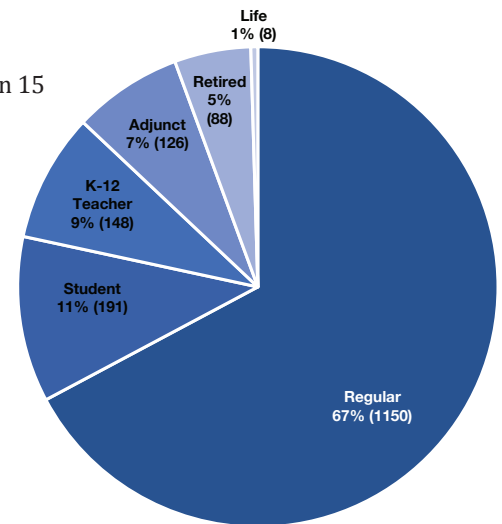
I am incredibly grateful to not be in this alone. The Executive Office and elected leadership have all been flexible and adaptive as the situation evolved and generous with their time and goodwill under trying circumstances. Thank you to all of them and to all of you for being part of this dynamic and thriving community.

Anne Egger, Executive Director, NAGT, and  
Associate Professor of Geological Sciences and Science Education,  
Central Washington University, Ellensburg, Washington

# MEMBERSHIP

NAGT ended fiscal year 2020 with 1,711 members—our highest number in more than 15 years and an increase of 111 members since 2019. As shown in Figure 1, the largest proportion of the membership is regular members (2- and 4-year college faculty, informal educators, and geoscience professionals). The biggest increases from 2019 were in the student and regular member categories. Students, K-12 teachers, and adjunct faculty are eligible for reduced rate membership.

Figure 1: Pie chart showing the distribution of member types. >

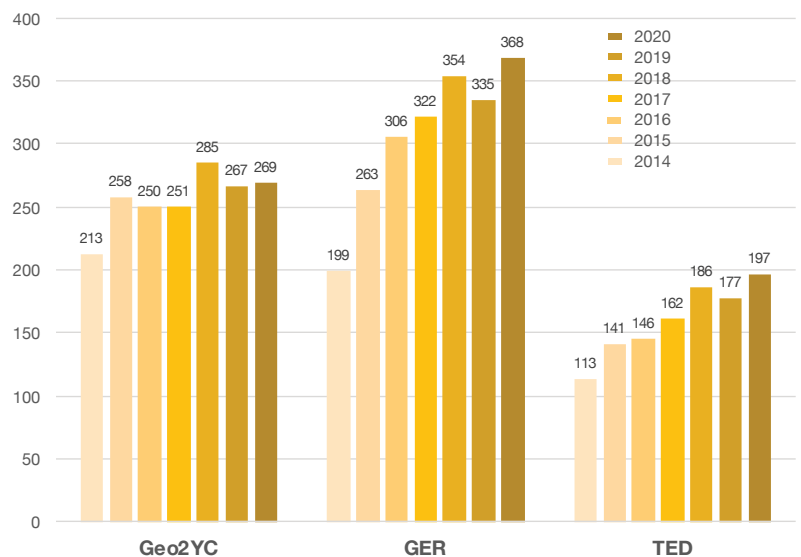


< Figure 2: Map showing regional section membership.

Members are affiliated with regional sections based on their geographic location (Figure 2). The Eastern, Central, Far West, and Southeast continue to be the largest. Currently, the Southwest, North Central, and Texas sections are inactive. It is possible to change your regional affiliation in your membership profile if desired.

Figure 3: Annual division membership since 2014. >

Members can choose to pay additional dues to join one or more divisions: Geo2YC (The Two-Year College Division), Geoscience Education Research (GER), and the Teacher Education Division (TED). All three divisions have grown since their inception in 2014 (Geo2YC began in 2013) (Figure 3).



# PROFESSIONAL DEVELOPMENT PROGRAMS AND COMMITTEES IN 2020

## ON THE CUTTING EDGE PROFESSIONAL DEVELOPMENT PROGRAM

NAGT offers a robust and responsive professional development program in partnership with the Science Education Resource Center (SERC). In the 2020 fiscal year, this meant shifting from mostly in-person events to entirely online events. Participation in events remained high through this transition.

## EARTH EDUCATORS' RENDEZVOUS

July 13-17, 2020

Registered participants: 371

Program website: [https://serc.carleton.edu/earth\\_rendezvous/2020/program/index.html](https://serc.carleton.edu/earth_rendezvous/2020/program/index.html)

The 6th annual Earth Educators' Rendezvous (EER) was scheduled to be hosted by the School of Earth, Energy, and Environmental Sciences at Stanford University. In early April, however, Stanford cancelled in-person summer programming and we committed to offering a fully online EER. Due to the online format and accommodating participants that spanned several time zones, there were some changes to the traditional EER schedule, but the core of three- and two-day workshops remained the same. The number of registered participants was 371, making this the 2020 EER the largest yet. Participants noted effective workshops and sessions and also appreciated effective online teaching and tools being modeled. Some noted that they were able to attend because

it was hosted virtually and expressed the hope that future events could have some components offered virtually as well.

### Conference Chairs:

- Lynsey LeMay, Thomas Nelson Community College
- Rachel Teasdale, California State University–Chico

### Program Planning Committee Members:

- *Local Host:* Robyn Wright Dunbar, Stanford University
- *Local Host:* Ellen Metzger, San Jose State University
- *Local Host:* Katryn Wiese, City College of San Francisco
- Kim Cheek, University of North Florida
- Sue Ebanks, Savannah State University
- Kyle Gray, University of Northern Iowa
- Brendan Hanger, Oklahoma State University–Main Campus
- Elijah Johnson, Auburn University
- Cody Kirkpatrick, Indiana University–Bloomington

### Contributed Program Chairs and Committee Members:

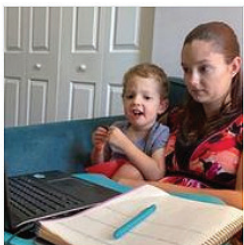
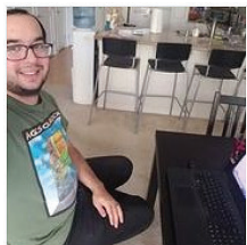
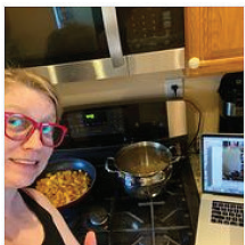
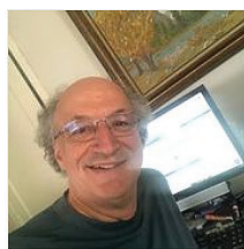
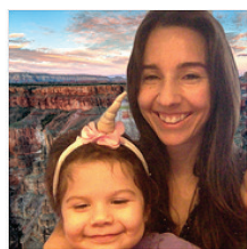
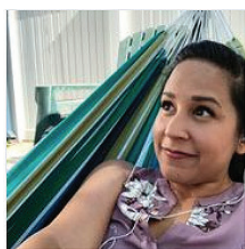
- Ryan Hollister (co-chair), Turlock Unified School District
- Chris Berg (co-chair), Orange Coast College
- Lauren Adamo, Rutgers University
- Kelsey Bitting, Elon University

Get Social with #EarthER20



EARTH EDUCATORS'  
RENDEZVOUS  
ONLINE, JULY 13-17, 2020

[VIEW THE PROGRAM](#) | [SEARCH THE PROGRAM](#)



In lieu of networking in person in Palo Alto, a number of the 2020 participants in the Earth Educators' Rendezvous provided "selfies" showing the myriad ways they were taking in the virtual EER experience.

- Donna Charlevoix, UNAVCO
- Nancy Chen, Harvard-Westlake School
- Edith Davis, Florida Agricultural and Mechanical University
- Dave Mrofka, Mt. San Antonio College
- Carrie Nelms, University of Arkansas
- Katherine Ryker, University of South Carolina
- Alexa Sedlacek, University of Northern Iowa
- Cheryl Manning, Northern Illinois University
- Sean Tvelia, Suffolk County Community College

## PREPARING FOR AN ACADEMIC CAREER WORKSHOP

July 13-15, 2020 (plus additional meetings)

Participants: 36 graduate students and post-doctoral fellows

Program website:

<https://serc.carleton.edu/NAGTWorkshops/careerprep/index.html>

The Preparing for an Academic Career workshop is held in conjunction with the EER, and was thus also fully online in 2020. Historically, three mornings have proven to be insufficient to achieve the goals of the workshop, so evening discussions and/or evening application material review sessions have been included. This year, the leaders recognized the challenges associated with time differences and prolonged periods of screen time and decided to offer opportunities to connect with alumni during and after the EER. Additionally, application materials review sessions were held for 13 small groups of 2-6 participants and one co-convenor for approximately 2 hours each during the following week, 20-24 July. These additional meeting times continue to be well-received.

### 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

## WORKSHOP FOR EARLY CAREER GEOSCIENCE FACULTY

July 27-30, 2020

Participants: 78 early career faculty

Program website:

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

The Workshop for Early Career Geoscience Faculty was scheduled to be run in-person at the University of Maryland, but transitioned to a fully online workshop in late April. The online format allowed for greater participation than in previous years.

### Lead Facilitators:

- Sarah Penniston-Dorland, University of Maryland
- Josh Galster, Montclair State University
- Benjamin Laabs, North Dakota State University

### Additional Facilitators:

- Anantha Aiyyer, North Carolina State University
- Hendratta Ali, Fort Hays State University
- Jennifer Anderson, Winona State University
- Gretchen Miller, Wake Technical Community College
- Carol Ormand, Science Education Resource Center
- Joan Ramage, Lehigh University
- Martin Wong, Colgate University

## TRAVELING WORKSHOPS PROGRAM

Participants: 6 workshops, 101 participants

Program website: <https://nagt.org/nagt/profdev/twp/index.html>

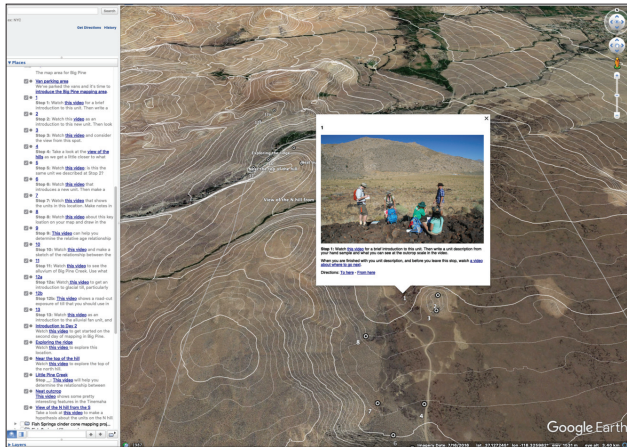
The Traveling Workshop Program Management Team received and reviewed 17 applications for workshops, and approved 16 of them (one withdrew). The Building Stronger Geoscience and Environmental Science Departments and Programs workshop was the most requested, consistent with previous years, while the newer Strengthening Your Cross-campus Environmental and Sustainability Programs workshop was requested by several programs. Six workshops were conducted during the year at:

- University of Northern Colorado: September 7-8, 2019 (8 participants)
- University of Wisconsin at Oshkosh: October 24-25, 2019 (41 participants)
- Pitzer and Pomona Colleges: December 15-16, 2019 (15 participants)
- University of Tennessee at Chattanooga: February 1-2, 2020 (6 participants)
- Xavier University of Louisiana: February 19-20, 2020 (11 participants)
- University of Texas at Austin (virtual): August 20-21, 2020 (20 participants)

Several workshops were postponed indefinitely (at the request of the hosting institutions) until they can be held in person. The UT-Austin workshop was notable for three reasons, all of which are critically important for moving the TWP forward: 1) it was the first virtual TWP, 2) it was the first TWP to focus explicitly on graduate students, and 3) it was the first TWP to focus on diversity, equity, and inclusion.

### Management Team

- Catherine Riihimaki (Chair), Princeton University ('19-'22)
- Reginald Archer, Tennessee State University ('18-'21)



Slide from a webinar on Teaching Online Intro Geo Labs (Image courtesy of Anne Egger)

- Mitchell Awalt, SERC (ex officio)
- Pete Berquist, Thomas Nelson Community College ('18-'21)
- David Blockstein, Association for Environmental Studies and Sciences ('18-'21)
- Diane Doser, University of Texas, El Paso ('20-'23)
- Walt Robinson, North Carolina State University ('19-'22)
- Cindy Shellito, University of Northern Colorado ('20-'23)
- Rachel Teasdale, California State University, Chico ('19-'22)
- Gary Weissmann, University of New Mexico ('20-'23)

See all 43 active workshop facilitators at <https://nagt.org/nagt/profdev/twp/facilitators.html>

## WEBINARS

Participants: >3000

Program website: <https://nagt.org/nagt/profdev/webinars/index.html>

During 2019-2020, the NAGT webinar series delivered 27 webinars. Throughout the year, there were over 3000 registrants and over 1000 attendees. On average, webinars had 122 registrants and 47 attendees (39% attendance). 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. The programs, projects, and divisions represented in webinars included: Next Generation Science Standards, InTeGrate, GETSI, NAGT Advocacy, Traveling Workshops Program, Geoscience Education Research Division, Project EDDIE, OnRamps. The committee also created a YouTube channel for



Screenshot from a webinar on Educational Modules for Teaching Topics in Computer Science, Earth or Environmental Science, Economics, Physics, or Physical Chemistry Using Polar Research and Data

NAGT webinars (<https://www.youtube.com/channel/UCC690Dyh56YHITt9xx0S9mw/>) and an NAGT listserv.

## Committee

- Rory McFadden (chair), Gustavus Adolphus College
- Aida Awad, American InterContinental University
- Adrienne Leinbach, Wake Technical Community College
- Cathy Manduca, SERC
- Cailin Orr, SERC
- Beth Pratt-Sitaula, UNAVCO
- Stefany Sit, University of Illinois at Chicago
- Margie Turrin, Columbia University
- Sean Tvelia, Suffolk County Community College

## TEACH THE EARTH WEBSITE

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

The committee for Teach the Earth (TTE), a portal to Earth education resources, continues to work on three main challenges/goals: 1) understanding the current collection; 2) filling in gaps in content; and 3) updating content. In the 2019-20 year, the TTE committee focused on outreach to and education of users and potential users and contributors, including posters, mini-workshops, and webinars designed to make the site more visible and increase the ability of users to access what they need. The committee also promoted the use of a new quick and easy way to contribute modifications to and adaptations of pre-existing activities, and revisited policies on linking to external sites and examined new ways to feature content that is not directly on TTE but might be of relevance to the community.





# SUPPORTING GEOSCIENCE STUDENTS

NAGT has two programs that support students' growth as geoscientists by helping them get into the field and participate in research. While getting into the field necessarily looked different in 2020 than in previous years, we were still able to support students.

## SCHOLARSHIP FOR FIELD STUDIES

Program website:

[https://nagt.org/nagt/students/field\\_scholarships.html](https://nagt.org/nagt/students/field_scholarships.html)

The Scholarship for Field Studies was very competitive again this year, with 61 applicants for 30 awards, some of which are funded by the Association for Women Geoscientists (AWG). Once students were selected, the complication of COVID-19 hit: many of the students who were originally offered the scholarship ended up turning it down because their field camps were cancelled. In other cases, we allowed the scholarship to be used for virtual summer field camps, which still had significant tuition expenses associated with them. For the first time, however, funds were carried over from 2020 to be used in 2021.

### Scholarship for Field Studies Committee:

- Lydia Fox (chair), University of the Pacific
- Diana Dalbotten, University of Minnesota–Duluth
- Cindy Magruder, Northwest Vista College
- Bob Schuster, University of Nebraska–Omaha

## USGS/NAGT COOPERATIVE FIELD TRAINING PROGRAM

Program website: [https://nagt.org/nagt/students/usgs\\_field.html](https://nagt.org/nagt/students/usgs_field.html)

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. 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). 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 Youth and Education in Science office of the USGS worked extensively with USGS staff, the hiring scientists, and the incoming interns 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.

### Executive Secretary:

- Kurt Burmeister, California State University, Sacramento

### YES Manager (U.S. Geological Survey):

- Eleanour Snow, USGS



Reflections by these and other participants who have benefitted from the USGS/NAGT program over the years can be found at <https://nagt.org/nagt/students/reflections.html>.

# NAGT PUBLICATIONS

## JOURNAL OF GEOSCIENCE EDUCATION

Website: <https://www.tandfonline.com/toc/ujge20/current>

*The Journal of Geoscience Education (JGE)* is the research journal of NAGT and is published by Taylor & Francis. Articles in *JGE* are made available online as soon as they are ready, and collected into four issues per year, averaging 400 pages total. A number of metrics indicate that *JGE* is gaining in reach and rank: the 2019 CiteScore for *JGE* was 2.4, which represents a tripling since 2016, and full-article downloads January-August of 2020 nearly exceeded full-article downloads in all of 2019.

### Editor-in-Chief

Eric M. Riggs, Texas A&M University

### Editor for Research

Alison Stokes, University of Plymouth, United Kingdom

### Editor for Curriculum and Instruction

Karen Kortz, Community College of Rhode Island

### Associate Editors

Shondricka Burrell, Duquesne University

Diana Dalbotten, University of Minnesota

Alexandra Davatzes, Temple University

Todd Ellis, Western Michigan University

Kyle Gray, University of Northern Iowa

Stephanie Hathcock, Oklahoma State University

Michael Hubenthal, IRIS

Alison Jolley, University of British Columbia

Charles R. Kerton, Iowa State University

Ellen Metzger, San Jose State University

Elizabeth Nagy-Shadman, Pasadena City College

Heather Petcovic, Western Michigan University

Ilyse Resnick, University of Canberra, Australia

Katherine Ryker, University of South Carolina

David M. Schultz, University of Manchester

Wendy Smythe, University of Minnesota Duluth

Benjamin Wolfe, University of Kansas

## LABORATORY MANUAL IN PHYSICAL GEOLOGY

*The Laboratory Manual in Physical Geology* is a collaborative effort between NAGT and the American Geosciences Institute (AGI), published by Pearson. The 12<sup>th</sup> edition was launched in 2019 and includes a new chapter on climate change and significant revisions to other chapters. The lab manual can be customized with selected chapters and purchased as a print or eBook. The editor has also produced a large set of short YouTube videos (<https://www.youtube.com/channel/UCfEtW3M03kJ8e582dajmj5A/videos>), particularly of rocks and minerals, that are freely available and can be used in conjunction with the lab manual.

### Lab Manual Editor

Vince Cronin, Baylor University

## IN THE TRENCHES

Website: <https://nagt.org/nagt/publications/trenches/index.html>

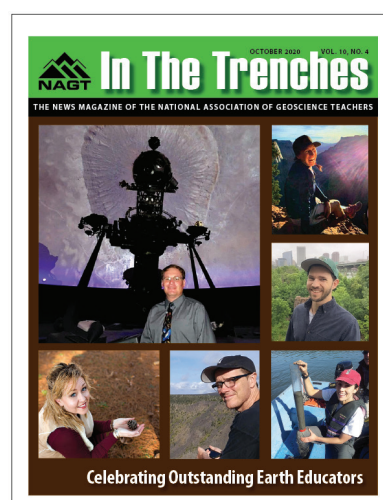
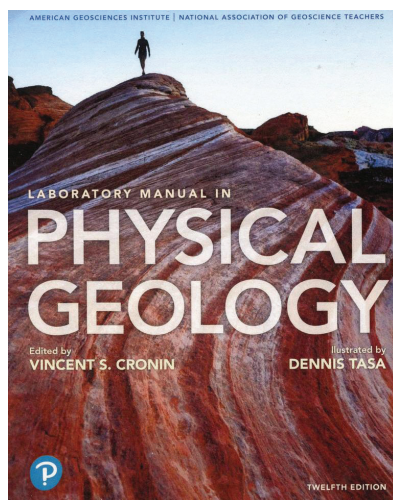
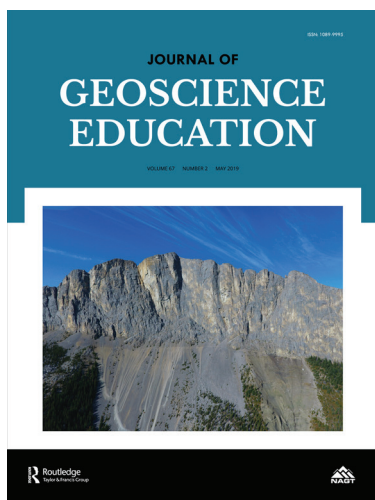
*In the Trenches* is the news magazine of NAGT. A quarterly print and digital publication, it is designed to serve educators in classrooms ranging from elementary school through undergraduate study. It provides a venue for contributors to inform NAGT members about their best teaching ideas, new resources, and special topics relevant to our profession that do not lend themselves to more research-focused journals. With *In the Trenches*, educators are provided with a more conversational outlet for ideas and experiences that inform the larger community.

### Editor-in-Chief

Redina Finch, Western Illinois University

### Managing Editor

Nancy Ashmore, College City Publications



## ONLINE EXTRAS



### EARTH EDUCATORS' RENDEZVOUS 2021

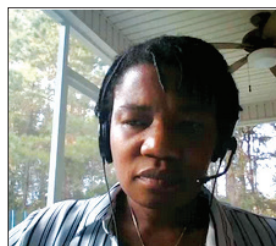
Website: [https://serc.carleton.edu/earth\\_rendezvous/2021/index.html](https://serc.carleton.edu/earth_rendezvous/2021/index.html)

Join us for the seventh annual Earth Educators' Rendezvous. Last year's event brought together researchers and practitioners working in all aspects of undergraduate Earth education, including a mix of college faculty, graduate students, and K-12 teachers from all disciplines who are interested in improving their teaching about Earth. Our program is designed to appeal to everyone from the instructor attending their first Earth education-themed meeting, to experienced STEM education researchers, to administrators who want to better support students in their programs. Among many options, participants can learn about new teaching approaches, discover opportunities to get involved in research programs, prepare for an academic career, or discuss how to approach teaching and learning challenges in their classroom. Consider joining the Rendezvous for 2- or 3-day blocks, or for the whole week-long (5-day) event. NAGT members receive a registration discount.

### NAGT, GSA GEOSCIENCE EDUCATION DIVISION, AND CUR AWARDS

Website: <https://nagt.org/nagt/awards/index.html>

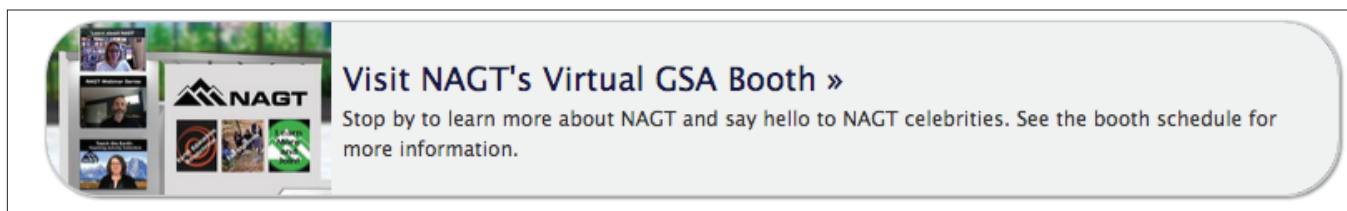
NAGT supports both educators and students through a variety of awards including the Outstanding Earth Science Teacher award, the Neil Miner award, the James Shea award, and summer field programs. These awards provide our community with the opportunity to recognize colleagues and student in a tangible way that communicates respect for their outstanding efforts and lets them know that the work they have put into teaching substantially contributes to our organization's mission. The awards also create an opportunity for networking and building stronger relationships within the geoscience community. Visit the website noted above for information about this year's award winners and about nomination procedures and deadlines. For a complete list of 2020 award winners, see the October issue of *In the Trenches*. Watch the virtual awards ceremony for 2020 at [https://nagt.org/nagt/profdev/GSA/2020\\_awards.html](https://nagt.org/nagt/profdev/GSA/2020_awards.html).



### THE GSA VIRTUAL BOOTH

Website: [https://nagt.org/nagt/profdev/GSA/2020\\_virtualbooth.html](https://nagt.org/nagt/profdev/GSA/2020_virtualbooth.html)

Like EER, in 2020 the annual meeting of the Geological Society of America was transformed from an in-person gathering to a virtual one. NAGT sponsored a variety of symposia and sessions and its members contributed to a number of presentations and meetings. Visit NAGT's Virtual GSA Booth to take a closer look. On the same web page you also can check out videos about NAGT's professional development offerings and the NAGT divisions focused on two-year colleges, geoscience education research, and teacher education.



# THE FINANCIAL REPORT

## NATIONAL ASSOCIATION OF GEOSCIENCE TEACHERS

Statement of Financial Position as of August 31, 2020

(with comparative totals as of August 31, 2019)

	8/31/20	8/31/19
<b>ASSETS</b>		
Cash	150,379	116,503
Investments	1,125,062	1,107,875
<b>Total Assets</b>	<b>\$ 1,275,442</b>	<b>\$ 1,224,377</b>
<b>LIABILITIES AND NET ASSETS</b>		
<b>LIABILITIES</b>		
Division Funds	25,490	23,320
Deferred Revenue	18,633	20,806
<b>Total Liabilities</b>	<b>44,123</b>	<b>44,126</b>
<b>NET ASSETS</b>		
Without Donor Restrictions	999,204	946,694
With Donor Restrictions	232,115	233,558
<b>Total Net Assets</b>	<b>1,231,319</b>	<b>1,180,252</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 1,275,442</b>	<b>\$ 1,224,377</b>

## Statement of Activities and Change in Net Assets for the Year Ending August 31, 2020

(with comparative totals as of August 31, 2019)

	Without Donor Restrictions	With Donor Restrictions	For the Year Ending 8/31/20	For the Year Ending 8/31/19
<b>REVENUE &amp; SUPPORT</b>				
Membership Dues	112,648	-	112,648	106,287
Royalties	81,697	-	81,697	54,999
Advertising	1,500	-	1,500	3,525
<i>On the Cutting Edge</i> PD Program	173,390	-	173,390	230,353
In the Trenches	1,121	-	1,121	789
Journal of Geoscience Education	89,798	-	89,798	66,104
Miscellaneous Income	3,500	-	3,500	3,500
Contributions	4,250	16,472	20,722	50,594
Net Assets Released from Restriction	26,847	(26,847)	-	-
<b>Total Revenue &amp; Support</b>	<b>494,751</b>	<b>(10,375)</b>	<b>484,376</b>	<b>516,151</b>
<b>EXPENSES</b>				
<b>Program Services</b>				
<i>On the Cutting Edge</i> PD Program	52,570	-	52,570	107,922
Journal of Geoscience Education	4,074	-	4,074	5,823
In the Trenches	27,476	-	27,476	27,756
Field Camp Scholarships	10,500	-	10,500	13,500
Awards	5,977	-	5,977	6,248
Section/Division Payments	8,396	-	8,396	8,853
Other Program Expenses	5,347	-	5,347	5,206
<b>Total Program Services</b>	<b>114,340</b>	<b>-</b>	<b>114,340</b>	<b>175,308</b>
<b>Supporting Services</b>				
General & Administrative	355,737	-	355,737	369,634
Fundraising	-	-	-	-
<b>Total Supporting services</b>	<b>355,737</b>	<b>-</b>	<b>355,737</b>	<b>369,634</b>
<b>Total Expenses</b>	<b>470,077</b>	<b>-</b>	<b>470,077</b>	<b>544,942</b>
<b>Change in Net Assets from Operations</b>	<b>24,674</b>	<b>(10,375)</b>	<b>14,299</b>	<b>(28,792)</b>
<b>NONOPERATING ACTIVITIES</b>				
Investment Gain/Loss	27,836	8,932	36,768	3,546
<b>Change in Net Assets</b>	<b>52,510</b>	<b>(1,443)</b>	<b>51,067</b>	<b>(25,246)</b>
Net assets at beginning of year	946,694	233,558	1,180,252	1,205,498
<b>Net assets at end of year</b>	<b>\$ 999,204</b>	<b>\$ 232,115</b>	<b>\$ 1,231,319</b>	<b>\$ 1,180,252</b>

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## DONOR RECOGNITION

We deeply appreciate the organizations and individuals that have contributed to NAGT.

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*Donations made from January 1, 2020 to date.*

### LEGACY LEVEL (\$2,500 OR MORE)

Bill and Maria Crawford

### STEWARD LEVEL (\$1,000 - \$2,499)

Anonymous Donation

Kris and Steve Egger Charitable Fund  
of the Sioux Falls Area Community  
Foundation

### PARTNER LEVEL (\$500 - \$999)

### FRIEND LEVEL (\$100 - \$499)

Gerald Adams  
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Scott Burns  
Stephen Carlson  
Douglas Clark  
Michael Cummings  
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Richard Ford  
Matthew Gorring  
Kimberly Hannula\*  
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Kerry Keen  
Cathryn Manduca\*  
Tissa Munasingne  
Michael Passow  
Robert Ridky  
Jan Tullis

### CONTRIBUTOR LEVEL (UP TO \$99)

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\* indicates sustaining membership

# 2020 IN REVIEW

NAGT c/o Carleton College, B-SERC  
One North College Street  
Northfield, MN 55057

## Help NAGT Make a Difference: Make a Year-end Donation

NAGT relies on member dues and donations to do our work. Donor funds support our professional development programming, travel and registration stipends for graduate students, and scholarships for undergraduate field studies, and they allow us to initiate new programming to support our community. Donate today to help us support our community and improve teaching and learning about Earth.

You can put your donation towards:

- **The NAGT Program Fund**, which supports NAGT programs and operations in the budget year in which the donations are received. Donating to the NAGT Program Fund allows us the greatest flexibility to put your dollars to work.
- **The Professional Development Fund**, used to support professional development activities, including travel for educators to events like the Rendezvous.
- **The Student Academic Career Prep Fund**, created in 2019 by two generous donors, supports two days of registration for students attending the Preparing for an Academic Career workshop at the Earth Educators' Rendezvous.
- **The Field Course Scholarship Annual Fund**, which supports the Scholarship for Field Studies Program in the budget year in which the donations are received.

For more information, go to <https://nagt.org/nagt/membership/donate.html> to donate today!



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