



# 2021 IN REVIEW

THE ANNUAL REPORT OF THE NATIONAL ASSOCIATION OF GEOSCIENCE TEACHERS



# 2021 In Review: The Annual Report of NAGT

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On the cover: (Top) Participants in a professional development workshop. [Photo by Anne Egger] • (Bottom left) Students sieving fossil samples at Georgia State University [Photo Credit: Christy Visaggi] • (Bottom right) Incoming college freshmen participating in the Jackson School of Geosciences Math and Science Institute, University of Texas Austin, applying chemistry concepts to water sampling and geochemical analysis [Photo credit: Dana Thomas, UT Austin]

## ELECTED OFFICERS

### President

Jennifer Wenner, 2020-2021  
University of Wisconsin - Oshkosh

### 1st Vice-President

Margaret Crowder, 2020-2021  
Western Kentucky University

### 2nd Vice-President

Christy Visaggi, 2020-2021  
Georgia State University

### Past-President

Karen Viskupic, 2020-2021  
Boise State University

### 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

Cindy Shellito, 2021-2022  
University of Northern Colorado  
Katherine Ryker, 2020-2023  
University of South Carolina

## INCOMING ELECTED OFFICERS

Reginald Archer, 2nd Vice-President, 2021-2022  
Tennessee State University

Alex Manda, Councilor-at-Large, 2021-2024  
East Carolina University

Dana Thomas, Councilor-at-Large, 2021-2024  
University of Texas at Austin

## APPOINTED OFFICERS

### Executive Director

Anne Egger, 2019-2022  
Central Washington University

### JGE Editor in Chief

Kimberly Hannula, 2020-2023  
Fort Lewis College

### 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,

Greetings! When Karen Viskupic handed me the gavel at the virtual awards ceremony during GSA 2020, I had no inkling that my *entire* year as NAGT President would be spent online during a global pandemic. Nonetheless, I can't think of a better organization to preside over during a year of filled with pandemic protocols and Zoom meetings. Even before March 2020 when all our lives changed, NAGT was well prepared to conduct business in the online environment.



Jennifer Wenner

This year has been an unprecedented one (and I hope I'm the first and only "fully online NAGT President"), but as I reflect on the changes and challenges that we have faced, I am proud of the way that NAGT has responded. We have changed in ways we might not have imagined but we are still a strong and vibrant organization. And, it wouldn't have happened without the amazing people who make up NAGT; people who stepped up and took on the challenges with enthusiasm and creativity.

Last year as I started my year as NAGT President, I was excited about the work we could do based on what we had learned in the first several months of the pandemic. Not surprisingly NAGT members, volunteers and staff came forward and did that work. The continued evolution of the *Teach the Earth* portal was one of the ways that NAGT supported geoscience educators in this online year. The work that was started in March 2020 continued and the collection of online teaching resources grew. In this past year, we've also committed to enhancing Diversity, Equity and Inclusion with a new standing committee and the

conferring of a new award – for Excellence in JEDI. The Advocacy Committee worked with the organization to address timely issues by updating NAGT's position statement on Climate Change. We've started developing ways to strengthen our organization through increased section participation, new partnerships, and greater inclusion of students and K-12 teachers in NAGT. The organization also successfully transitioned all professional development programs to the online environment – including a second successful online version of the Earth Educators' Rendezvous. EER 2021 was wildly successful and hailed as one of the best online conferences by attendees!

In closing, I want to acknowledge that none of these accomplishments are mine, it is the membership that does the important work of NAGT. So, I want to thank everyone who is a part of NAGT. In particular, I want to recognize the leadership of NAGT – the members of the Executive Committee; section and division leadership; Anne Egger, NAGT Executive Director, and the staff of the NAGT office – and the Executive Office staff, especially Amy Collette who keeps us all on track and the organization running smoothly. I'm very glad that I get to continue to work with these amazing and creative folks for another year as past president. Thank you and I hope to see you all in person at the EER in Minneapolis in July 2022!

Best wishes,

Jennifer M. Wenner, President  
Professor of Geology,  
University of Wisconsin - Oshkosh,  
Oshkosh, Wisconsin



<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:** As an organization, we work to:

Promote the professional growth of our members.

Foster and disseminate research in geoscience education.

Drive change toward an equitable and inclusive system of geoscience education.

Support current and future geoscience educators throughout their careers.

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## FROM THE EXECUTIVE DIRECTOR

Dear NAGT Members,

Over the past year, we have been engaged in a strategic planning process. We began with a member survey and a leadership survey, which allowed us to evaluate the goals and activities of the organization in light of our mission and what our members value. During our spring meeting, the Executive Committee digested the results of those surveys, redefined the goals of the organization, and prioritized actions to help us make progress towards those goals. We are still working on updating the website to reflect these new goals and actions, and I will share them here as well.



Anne Egger

### Goals for Coming Years

Here are the organizational goals developed in 2021:

- Goal 1: **To promote high-quality Earth education.**
- Goal 2: **To foster and disseminate research in geoscience education.**
- Goal 3: **To drive change toward an equitable and inclusive system of geoscience education.**
- Goal 4: **To support current and future geoscience educators throughout their careers.**

Goals 1 and 2 are very similar to previous organizational goals. Goal 4 is also similar to a previous goal, but makes explicit that member needs change over the course of their careers and we seek to be responsive to those evolving needs. Unlike these others, Goal 3 is new and ambitious, and reflects our sense of urgency about the need for change in our discipline.

As we work towards these goals, we recognize that we can't do everything at once, and thus need to prioritize our actions. The actions that we are focusing on right now are the result of extended discussions in the Executive Committee and Council, and I share them here with our rationale for prioritization and our objectives:

**Action 1:** Increase the value of NAGT membership and programming for K-12 teachers.

**Rationale:** Currently, <10% of our members are K-12 educators, which represents a vanishingly small proportion of K-12 teachers who engage their students in learning about Earth. NAGT can offer a community and professional development that can benefit K-12 educators engage in high-quality Earth education in their settings.

### Objectives:

1. Ensure continued K-12 representation on committees and in leadership, promoting opportunities for involvement through targeted email and social media efforts.
2. Develop a welcoming entry page for K-12 educators on the website that helps them navigate the NAGT site, find high-quality, useful, and relevant resources, and see the benefits of NAGT membership.
3. Work with section leaders to streamline and elevate the Outstanding Earth Science Teacher (OEST) award process, celebrate OEST award winners, and develop opportunities to keep them engaged in NAGT.
4. Make use of social media and our publications to highlight new research and activities relevant to K-12 educators published in our journals and on the web.
5. Actively recruit current and future teachers to become members of NAGT through collaborations with other organizations and such as the UTeach STEM Educators Association (USEA), strengthening state- and section-level coordination within NAGT, and increasing our professional development offerings for K-12 educators.
6. Reduce the cost for K-12 educators to participate in our professional development activities through targeted fundraising strategies and reducing the cost of registration.

**Action 2:** Increase the value of NAGT membership and programming for students

**Rationale:** Approximately 10% of our current membership is students, primarily graduate students. Bringing new members in while they are students gives them early opportunities for professional development that can lead to persistence in the field and supports long-term engagement with the organization.

### Objectives:

1. Develop a welcoming entry page for students (graduate and undergraduate) on the website that helps them navigate the NAGT site, find high-quality, useful, and relevant resources, and see the benefits of NAGT membership.
2. Work with Outstanding Teaching Assistant Award and USGS/NAGT internship committee leaders to highlight and celebrate award winners, and develop opportunities to keep them engaged in NAGT.
3. Consider appropriate opportunities for student representation on committees and in leadership and

promote these through targeted email and social media efforts.

4. Develop and offer a certificate/credential for graduate students in geoscience teaching, building on the Preparing for an Academic Career Preparation Workshop.
5. Work with the Travelling Workshops Program (TWP) and sections to offer regional professional development opportunities for graduate students.
6. Develop a presence on LinkedIn and make use of the site in programming for students

**Action 3:** Re-envision and strengthen our framework for sections

**Rationale:** Geographic sections allow members to interact with Earth educators in their region and can be a hub for sharing and facilitating place-based geoscience education. Regional and place-based know-how can be particularly valuable to K-12 and 2YC members. Sections run the OEST award programs, provide leadership opportunities and are the primary interaction that many members have with the organization. Currently, some sections have been inactive for several years, others are struggling to maintain leadership, and a few are thriving.

**Objectives:**

1. Establish an *ad hoc* committee to conduct a review of section policies and procedures, and make recommendations to the Executive Committee for improving and streamlining these functions.
2. Develop schedules and templates to ensure consistent practices across sections and to align with divisions.

**Action 4:** Diversify and expand our membership, leadership, programming participants, and award winners

**Rationale:** NAGT has signed on to a call to action and made commitments to produce data-rich reports that highlight our organizational demographics; we have pledged to diversify nomination pools and awardees, to actively recruit Black, Indigenous, Latinx, and other minoritized geoscientists as editors, reviewers, and participants. Our disciplinary diversity has also been

narrow, and we have the opportunity to provide more support for geoscience educators in atmospheric sciences, oceanography, and environmental science.

**Objectives:**

1. Establish and implement demographic data collection for members.
2. Expand and diversify nominations for committees, leadership, and awards by actively promoting nominations processes through targeted efforts and making the process as transparent as possible.
3. Support members with networking and mentoring opportunities
4. Develop a reporting framework for DEI efforts within the organization to coordinate and share information



Geosciences student Thomas Quintero presenting his research to a group of high school seniors at the University of Texas Austin's Jackson School Student Research Symposium [Photo credit: Dana Thomas, UT Austin]

### Progress to Date

We have made progress on many of these objectives this year, despite the ongoing challenges of the pandemic. Our progress relies on substantial volunteer efforts of our leadership and membership in addition to the staff, and many individuals have stepped up their work for the organization: thank you all for your efforts. I look forward to continuing our work in the coming year.

Anne Egger, Executive Director

# MEMBERSHIP

NAGT ended fiscal year 2021 with 1,616 members – a 5.5% decrease from fiscal year 2020. As shown at right, the largest proportion of the membership is regular members (2- and 4-year college faculty, informal educators, and geoscience professionals).

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

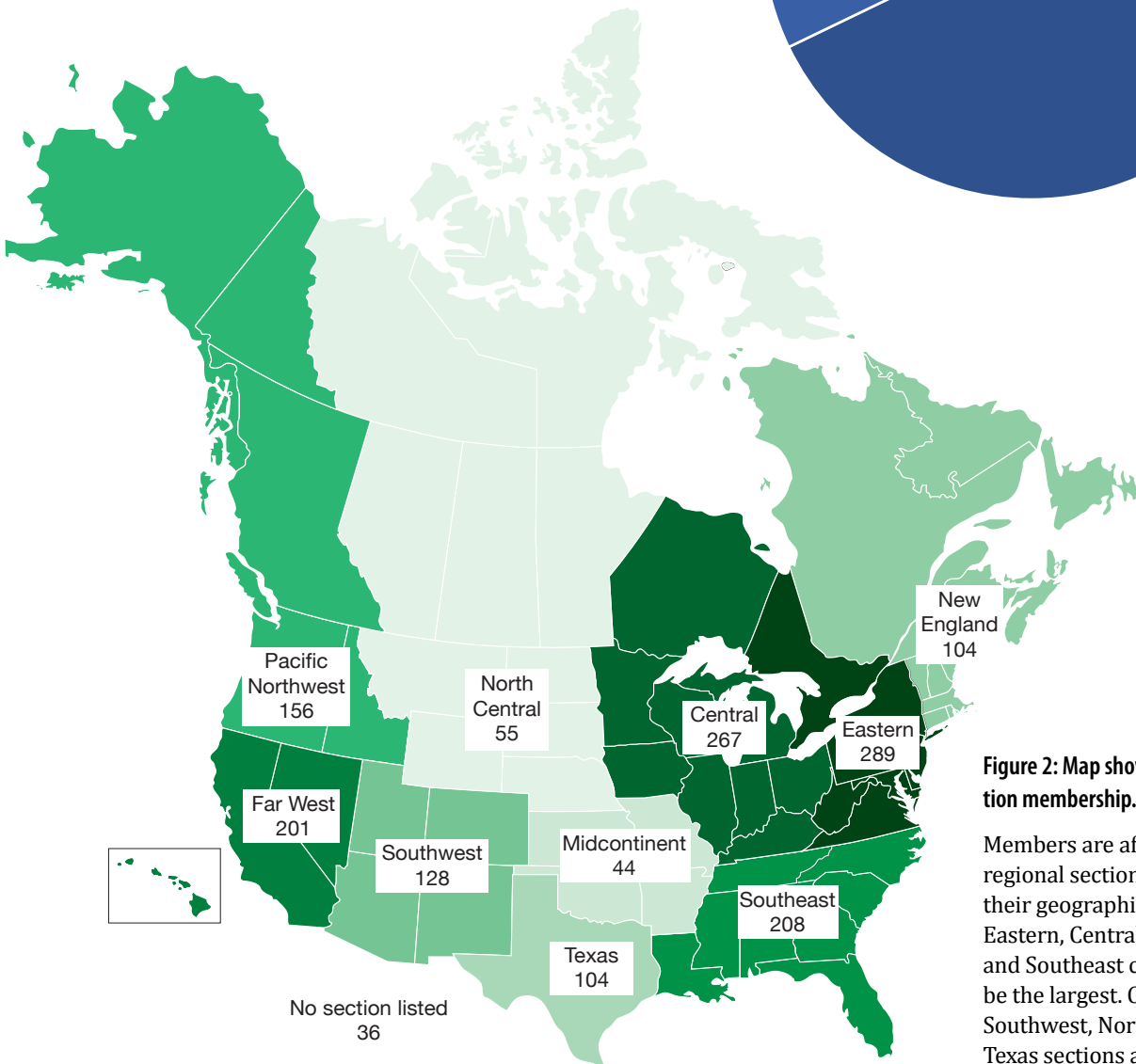
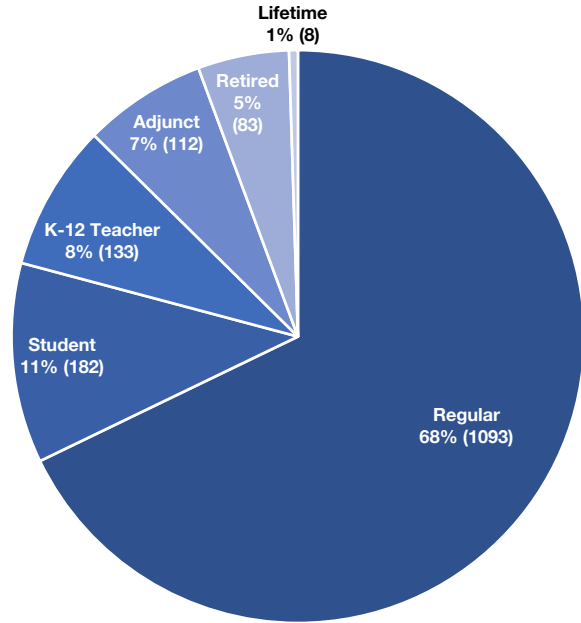
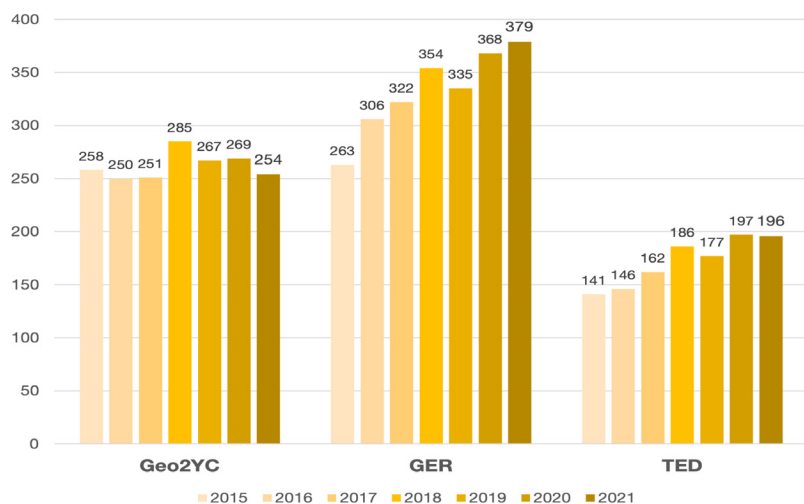


Figure 2: Map showing regional section membership.

Members are affiliated with regional sections based on their geographic location. 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.

Members can choose to pay additional dues to join one or more divisions: Geo2YC (The Two-Year College Division, begun in 2013), Geoscience Education Research (GER, begun in 2014), and the Teacher Education Division (TED, begun in 2014).

Figure 3: Annual division membership since 2015.

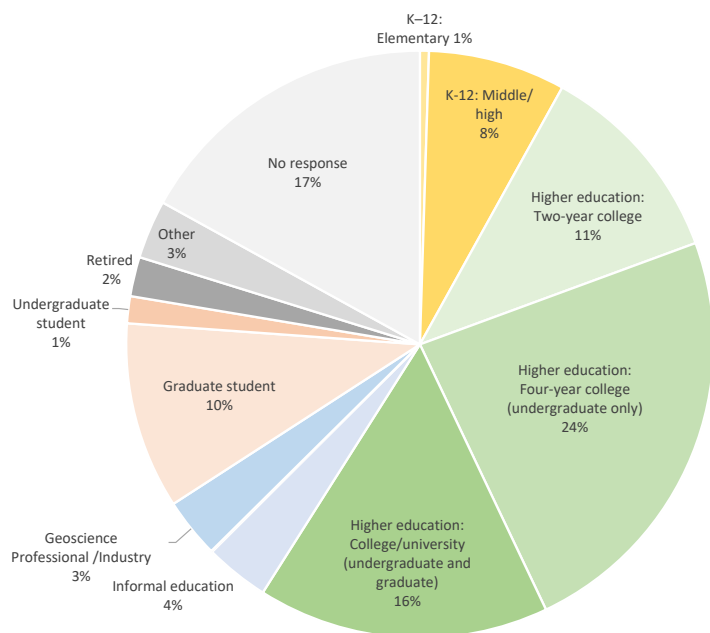


NAGT is committed to organizational transparency, which includes publishing annual, data-rich reports. In 2021, we updated the profile section of our member database to include more up-to-date and inclusive selections for gender, race/ethnicity, disability status, and employment sector. We are reporting those data in aggregate here, and **we encourage all members to update their member profiles** so that we may more accurately describe the diversity of our membership.

### Employment

NAGT seeks to offer professional development and resources that support all of our members throughout their careers. Data about current employment of our members allows us to gauge the extent to which we are doing so.

Figure 4: Employment of NAGT membership.



**Race/ethnicity, disability status, and gender**  
NAGT seeks to represent the full community of educators and education researchers interested in improving teaching and learning about the Earth. These data will help us reach that goal.

Table 1: Race/ethnicity of NAGT members

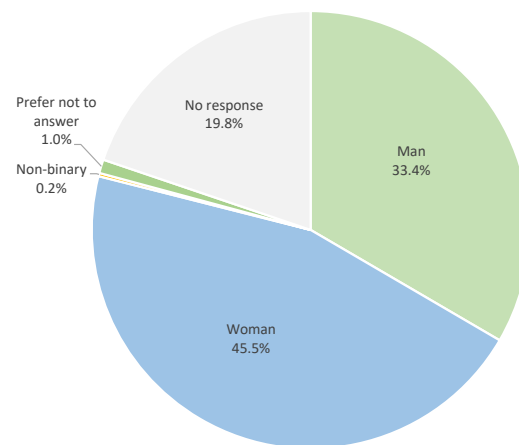
Asian or Asian American	4.2%
Black or African American	1.9%
Hispanic, Latinx, or of Spanish origin	3.8%
Middle Eastern or North African	0.0%
Native Hawaiian or Pacific Islander	0.4%
White	72.1%
Another race /ethnicity not listed above	0.1%
Prefer not to answer	5.1%
No response	17.4%
Two or more races	5.6%

*Note that the total is more than 100% as respondents can choose more than one.*

Table 2: Disability status of NAGT members

Hearing impairment	1.0%
Visual impairment	0.2%
Mobility/orthopedic impairment	1.1%
Learning disability	0.1%
A disability or impairment not listed	2.4%
No disability or impairment	69.3%
Prefer not to answer	3.7%
No response	22.3%

Figure 5: Gender identity of NAGT members.



# PROFESSIONAL DEVELOPMENT PROGRAMS AND COMMITTEES

## 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 2021 fiscal year, this meant maintaining the shift, implemented in 2020, from mostly in-person events to entirely online events. Participation in events remained high through this transition.

## EARTH EDUCATORS' RENDEZVOUS

July 12-16, 2021

Registered participants: 430

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

The 7th annual Earth Educators' Rendezvous (EER) was held online in summer 2021, in response to continued impact from the COVID-19 epidemic. The Rendezvous shattered all previous registration records, with a total registration of 430 participants, 191 of those being first-time attendees. Workshops at this year's meeting spanned a range of topics, including inclusive teaching practices, virtual field trips, using statistics in geoscience education research, and student mental health. Participants appreciated how workshop facilitators promoted high levels of engagement and connection with other attendees, especially when compared to other virtual conferences. We plan to be back in person in July 2022.

### Conference Chairs

- Rachel Teasdale, California State University-Chico
- Cody Kirkpatrick, Indiana University-Bloomington

### Contributed Program Chairs

- Chris Berg, Orange Coast College
- Diana Dalbotten, University of Minnesota-Twin Cities

### Program Planning Committee

- Andrea Bair, Delta College
- Mitchell Bender-Awalt, SERC
- Amy Collette, SERC
- Larry Collins, Delta State University

- Leah Courtland, University of Indianapolis
- Sue Ebanks, Savannah State University
- Ben Maas, Buena Vista University
- Janice McDonnell, Rutgers University-New Brunswick
- Ellen Metzger, San Jose State University
- Megan Plenge, University of North Carolina-Chapel Hill
- Enrique Reyes, Akins Early College High School

## PREPARING FOR AN ACADEMIC CAREER WORKSHOP

July 12-14, 2021 (plus additional meetings)

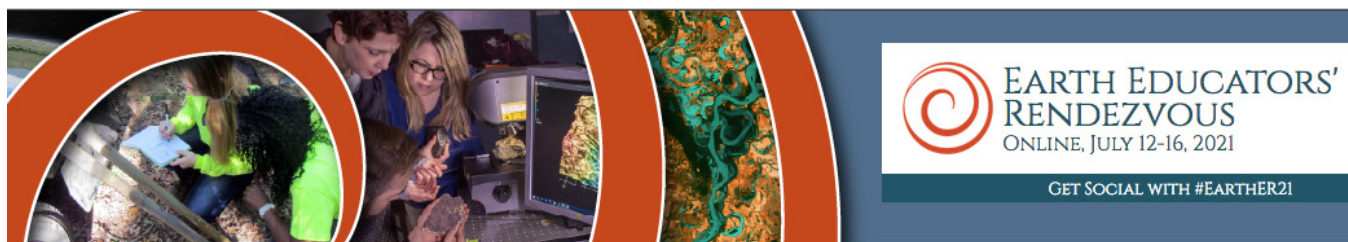
Participants: 34 graduate students and post-doctoral fellows

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 fully online in 2021. The workshop consists of three mornings at the beginning of the EER, covering topics ranging from academic career goal setting, building research and teaching skills, and steps toward getting an academic position. 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. Based on the leaders' experience from 2020, we recognized the challenges associated with time differences and prolonged periods of screen time and once again offered application materials review sessions for eleven small groups of one to six participants and one co-convenor for approximately two hours each during the two weeks following the EER. These additional meeting times continue to be well-received, and the workshop continues to earn excellent evaluations from participants.

### Workshop Leaders:

- Gary Weissmann [lead convenor], University of New Mexico-Main Campus
- Sue Ebanks, Savannah State University
- Lisa Gilbert, Williams College
- Lynsey LeMay, Thomas Nelson Community College
- Catherine Riihimaki, Princeton University







Faculty and students at Albion College work to develop an understanding of their program's spectrum of liability during a Field Safety Leadership Workshop. [Photo Credit: Kurt Burmeister]

### **WORKSHOP FOR EARLY CAREER GEOSCIENCE FACULTY**

July 25-July 29, 2021, with optional virtual visit to NSF on August 3-4, 2021

Participants: 56

Program website:

<https://serc.carleton.edu/NAGTWorkshops/earlycareer2021/index.html>

The program content was similar to previous years, although the delivery was shifted to an online format for the second time. We continued to emphasize online teaching and DEI issues with plenaries.

#### **Lead Facilitators**

- Josh Galster, Montclair State University
- Benjamin Laabs, North Dakota State University
- Martin Wong, Colgate University

#### **Additional Facilitators**

- Anantha Aiyyer, North Carolina State University
- Hendratta Ali, Fort Hays State University
- Jennifer Anderson, Winona State University
- Julie Baldwin, University of Montana
- Erika McPhee-Shaw, Western Washington University
- Gretchen Miller, Wake Technical Community College
- Joan Ramage, Lehigh University
- Carol Ormand, Science Education Resource Center

### **TRAVELING WORKSHOPS PROGRAM**

Participants: 9 workshops, 96 participants

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

As with many programs at NAGT and beyond, the Traveling Workshop Program (TWP) continued to be disrupted in FY 2020-2021 due to restrictions from the COVID-19 pandemic. The Traveling Workshop Program Management Team received and reviewed eight applications for workshops, approving seven of them. For the first time, "Supporting the Success of All Students" was the most requested workshop, with five applications. The other two approved workshops requested "Building Stronger Geoscience and Environmental Science Departments and Programs." Nine virtual workshops, with a total participation of at least 96, were conducted during the year. These included our first international workshop in Spanish, for Universidad Técnica Particular de Loja in Ecuador and our first collaborative workshop with the Bridging to STEM Excellence program. All combined, the workshops received a weighted aggregate evaluation rating of 8.71 on a 10-point scale, consistent with previous years' ratings. Several workshops continue to be postponed until in-person workshops are readily available again. This year's workshops were held at:

- University of Pennsylvania: December 14-15, 2020
- University of Minnesota at Duluth: January 11-12, 2021
- University of Lynchburg: January 19-21, 2021
- Colorado College: March 11, 12, and 19, 2021
- Universidad Técnica Particular de Loja: March 26, April 1, and April 2, 2021

- University of Montana: April 1 and 9, 2021
- California State University at Fresno: April 29-30, 2021
- University of Texas at Austin: May 10-11, 2021
- California State University at Chico: August 18-19, 2021 (in partnership with Bridging to STEM Excellence)

This year marked two important efforts toward moving the TWP toward a more equitable program that can be a mechanism for helping the geosciences be more equitable. A series of NSF-funded diversity, equity, and inclusion workshops were held in Spring 2021 for TWP facilitators to revise TWP materials and to provide professional development on facilitation approaches. The workshops included two sessions facilitated by Nancy McHugh from Wittenberg University in collaboration with the facilitators from the Workshop for Early Career Geoscience Faculty and Preparing for an Academic Career Workshop, marking a first for collaboration across workshop types and for combining resources from distinct NSF grants (to TWP and the Early Career Workshop). The TWP also had a discussion pod as part of the Unlearning Racism in the Geosciences program, and several facilitators participated in pods at their home institutions.

#### Management Team

- Catherine Riihimaki (Chair), Princeton University
- Walt Robinson (Co-Chair since October 2021), North Carolina State University
- Reginald Archer, Tennessee State University
- Mitchell Bender-Awalt, SERC
- Pete Berquist, Thomas Nelson Community College
- David Blockstein, Association for Environmental Studies and Sciences
- Diane Doser, University of Texas, El Paso
- Cindy Shellito, University of Northern Colorado
- Rachel Teasdale, California State University, Chico
- Gary Weissmann, University of New Mexico

#### WEBINARS

**Participants:** >4,500

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

During 2020-2021, the NAGT webinar series delivered 25 webinars. There were over 4,500 registrants and over 1,400 attendees, marking 50% more registrants and 40% more attendees than in 2019-2020. On average, webinars had 179 registrants and 57 attendees. This represents a 32% increase in attendance, a 47% increase in number of registrants, and a 21% increase in average number of attendees.

NAGT ran multiple webinars on strategies and resources for teaching geoscience online, as well as online

approaches to internship programs and developing a sense of place. Through the webinar series, NAGT strengthened its partnership with CUAHSI (water education) and with the NASA earth education. Additional webinars addressed access and accommodations, inclusive teaching practices, online data resources (e.g., shakealert), Project EDDIE webinars on environmental datasets, and TTE overviews.

The webinars showcased the following NAGT-sponsored projects, programs, and divisions: NGSS, GETSI, NAGT Advocacy, TWP, GER, EDDIE, and TTE.

#### Committee

- Rory McFadden (Chair), Gustavus Adolphus College
- Aida Awad, American InterContinental University
- Adrienne Leinbach, Wake Technical Community College
- Cailin Orr, SERC
- Beth Pratt-Sitaula, UNAVCO
- Stefany Sit, University of Illinois at Chicago
- Margie Turrin, Columbia University
- Sean Tvelia, Suffolk County Community College
- The committee was supported by Bradlee Cotton (SERC) and Mitchell Bender-Awalt (SERC)

#### TEACH THE EARTH WEBSITE

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

In 2020-2021, the committee focused on reviewing external submissions to the site (primarily linked external sites), oversight of the activity review process, and discussion of the SERC's Compass project. Compass is working to improve the user discovery experience across SERC-hosted sites and the committee provides input to the project as it directly impacts and aligns with the aims of Teach the Earth (to promote discovery of resources). In 2021-2022 the committee will continue working on alignment between the activity review and submission forms and addressing other TTE website issues as they arise.

#### Committee

- Phil Resor (Chair), Wesleyan University
- Andy Bobyarchick, University of North Carolina at Charlotte
- Sean Fox, SERC
- Kyle Fredrick, California University of the Pacific
- Laura Guertin, Penn State Brandywine
- Jon Hendricks, Paleontological Research Institution
- Missy Holzer, Rutgers University
- Becca Walker, Mt. San Antonio College
- Jen Wenner, University of Wisconsin-Oshkosh

# 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 and 2021 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 NAGT Field Camp scholarship field was smaller this year, likely due to the uncertainty of field camps due to COVID-19. We had 33 complete applications to review from the best and brightest young geoscientists from around the country. Twenty scholarships were awarded, some of which were funded by the Association of Women Geoscientists (AWG). A few of the awardees were also in the top pool for 2020 and were unable to use the scholarship because of COVID-19 cancellations.

### Scholarship for Field Studies Committee

- Lydia Fox (Chair), University of the Pacific
- Claire McCleod, Miami University
- 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 2021 Field Season for the NAGT/USGS Cooperative Summer Field Training Program marked the 55<sup>th</sup> year of what is now one of longest running science internship programs in the nation. This year, 24 students were nominated by field camp directors, and 14 of those students completed an application for the program (in addition to 4 students who were nominated the previous year re-applying due to COVID complications). After receiving 35 geology-based proposals from USGS scientists and after the proposal review panel met and matched students to projects, a total of 15 students were placed with USGS science projects. 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.

### Executive Secretary

- Kurtis Burmeister, University of the Pacific

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

- Eleanour Snow, USGS

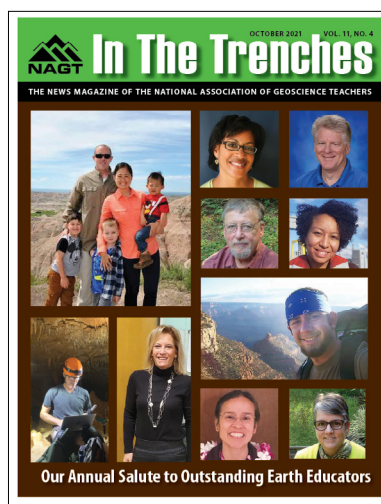
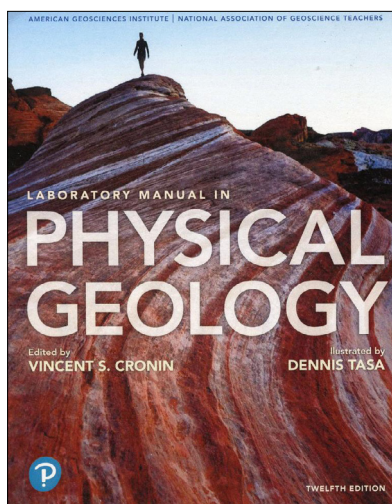
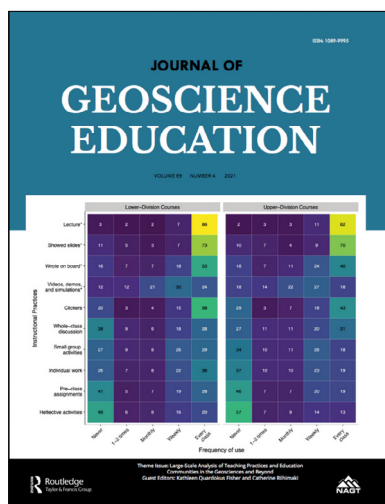
### Education Program Analyst

- Laura Corey, 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>. [Photos offered under a Creative Commons Attribution-NonCommercial-ShareAlike license <http://creativecommons.org/licenses/by-nc-sa/3.0/>]

# NAGT PUBLICATIONS



## JOURNAL OF GEOSCIENCE EDUCATION

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

*The Journal of Geoscience Education (JGE)*, the research journal of NAGT, 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. The 2020 CiteScore was 2.8, with 52K articles downloaded; both represent increases over 2019. We have two upcoming theme issues planned for the near future: In Our VOICES: Voices Integrating Cultures in the Earth Sciences (deadline Dec. 1, 2021), and The Lasting Effects of the 2020-2021 COVID-19 Crisis on Geoscience Education: Insights, Problems, and Unexpected Benefits (deadline August 2022)

### Editor-in-Chief

Kimberly Hannula, Fort Lewis College

### Curriculum & Instruction Editor

Karen Kortz, Community College of Rhode Island

### Research Editor

Alison Jolley, University of Waikato

### Associate Editors

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Alexandra Davatzes, Temple University  
Michael Hubenthal, IRIS  
Charles R. Kerton, Iowa State University  
Peggy McNeal, Towson University  
Heather Petcovic, Western Michigan University  
Ilyse Resnick, University of Canberra  
Anne-Marie Ryan, Dalhousie University  
Katherine Ryker, University of South Carolina  
David M. Schultz, University of Manchester  
Nicholas Soltis, University of Indianapolis  
Wendy Smythe, University of Minnesota Duluth  
Ben Wolfe, University of Kansas

## LABORATORY MANUAL IN PHYSICAL GEOLOGY

Website: [https://nagt.org/nagt/publications/new\\_edition.html](https://nagt.org/nagt/publications/new_edition.html)

The Laboratory Manual in Physical Geology is a collaborative effort between NAGT and the American Geosciences Institute (AGI), published by Pearson. The 12th 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. Starting with the January 2022 issue and moving forward, *ITT* will be online only, which will allow us to include our normal “feet-on-the-ground” articles and much more. The magazine 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.

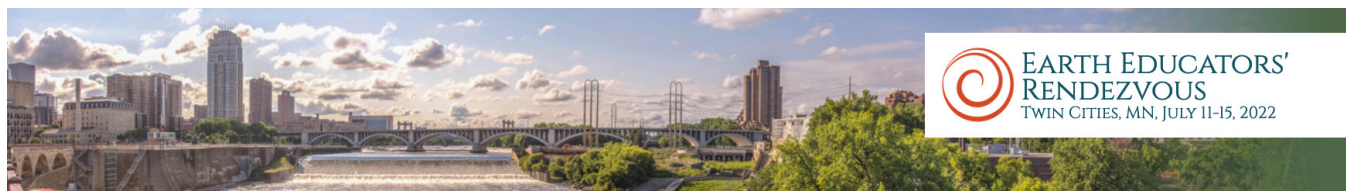
### Editor-in-Chief

Redina Finch, Western Illinois University

### Managing Editor

Nancy Ashmore, College City Publications

## COMING IN 2022



### EARTH EDUCATORS' RENDEZVOUS 2022

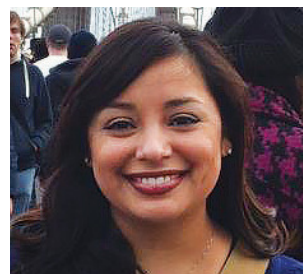
Website: [https://serc.carleton.edu/earth\\_rendezvous/2022/index.html](https://serc.carleton.edu/earth_rendezvous/2022/index.html)

Join us for the eighth annual Earth Educators' Rendezvous in July at the University of Minnesota, Twin Cities. The Rendezvous brings 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 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 full 5-day event. NAGT members receive a registration discount.

### NOMINATE YOUR COLLEAGUES FOR AN AWARD

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 students 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, nomination procedures, and deadlines. For a complete list of 2021 award winners, go to <https://nagt.org/nagt/publications/trenches/v11-n4/index.html>.



**Renew your NAGT membership!**



To learn more about the benefits of being an NAGT member, visit <http://nagt.org/37340>



# THE FINANCIAL REPORT

## NATIONAL ASSOCIATION OF GEOSCIENCE TEACHERS

Statement of Financial Position as of August 31, 2021  
(with comparative totals as of August 31, 20120)

	8/31/21	8/31/20
<b>ASSETS</b>		
Cash	182,531	150,379
Investments	1,503,976	1,125,062
Total Assets	<u>\$ 1,686,507</u>	<u>\$ 1,275,442</u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>LIABILITIES</b>		
Division Funds	27,127	25,490
Deferred Revenue	17,187	18,633
Total Liabilities	<u>44,314</u>	<u>44,123</u>
<b>NET ASSETS</b>		
Without Donor Restrictions	1,330,294	999,204
With Donor Restrictions	311,899	232,115
Total Net Assets	<u>1,642,193</u>	<u>1,231,319</u>
Total Liabilities and Net Assets	<u>\$ 1,686,507</u>	<u>\$ 1,275,442</u>

Statement of Activities and Change in Net Assets for the Year Ending August 31, 2021  
(with comparative totals as of August 31, 2020)

	Without Donor Restrictions	With Donor Restrictions	For the Year Ending 8/31/21	For the Year Ending 8/31/20
<b>REVENUE &amp; SUPPORT</b>				
Membership Dues	107,559	-	107,559	112,648
Royalties	42,979	-	42,979	81,697
Advertising	2,025	-	2,025	1,500
On the Cutting Edge PD Program	173,727	-	173,727	173,390
In the Trenches	354	-	354	1,121
Journal of Geoscience Education	80,015	-	80,015	89,798
Miscellaneous Income	1,500	-	1,500	3,500
Contributions	1,250	23,601	24,851	20,722
Net Assets Released from Restriction	40,751	(40,751)	-	-
Total Revenue & Support	<u>450,161</u>	<u>(17,150)</u>	<u>433,011</u>	<u>484,376</u>
<b>EXPENSES</b>				
Program Services				
On the Cutting Edge PD Program	47,181	-	47,181	52,570
Journal of Geoscience Education	5,283	-	5,283	4,074
In the Trenches	19,879	-	19,879	27,476
Field Camp Scholarships	15,000	-	15,000	10,500
Awards	3,893	-	3,893	5,977
Section/Division Payments	8,901	-	8,901	8,396
Other Program Expenses	2,888	-	2,888	5,347
Total program services	<u>103,026</u>	<u>-</u>	<u>103,026</u>	<u>114,340</u>
Supporting Services				
General & Administrative	318,254	-	318,254	355,737
Fundraising	-	-	-	-
Total Supporting services	<u>318,254</u>	<u>-</u>	<u>318,254</u>	<u>355,737</u>
Total Expenses	<u>421,281</u>	<u>-</u>	<u>421,281</u>	<u>470,077</u>
Change in Net Assets from Operations	28,880	(17,150)	11,730	14,299
<b>NONOPERATING ACTIVITIES</b>				
Investment Gain/Loss	302,210	96,934	399,144	36,768
Change in Net Assets	331,090	79,784	410,874	51,067
Net assets at beginning of year	999,204	232,115	1,231,319	1,180,252
Net assets at end of year	<u>\$ 1,330,294</u>	<u>\$ 311,899</u>	<u>\$ 1,642,193</u>	<u>\$ 1,231,319</u>

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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, 2021, to date.*

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

William and Maria Luisa 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)

Edward Tarbuck  
Jennifer Wenner

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

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# 2021 IN REVIEW

NAGT c/o Carleton College, B-SERC  
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## 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.

**Donate today! Go to <https://nagt.org/nagt/membership/donate.html>**



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